DOCUMENT RESUME

ED 448 909 PS 029 136

TITLE	What Grown-Ups Understand about Child Development: A National Benchmark Survey. Comprehensive Report.
INSTITUTION	DYG, Inc., Danbury, CT.
SPONS AGENCY	CIVITAS Initiative, Chicago, IL.; Brio Corp., Germantown, WI.
PUB DATE	2000-00-00
NOTE	233p.; The A. L. Mailman Family Foundation supported ZERO TO THREE's work on the survey.
AVAILABLE FROM	ZERO TO THREE, National Center for Infants, Toddlers, and Families, 734 15th Street, NW, Suite 1000, Washington, DC 20005; Tel: 202-638-1144; Web site: http://www.zerotothree.org.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Adults; *Child Development; *Child Rearing; Children; Discipline; *Early Experience; Expectation; *Knowledge Level; National Surveys; Parent Attitudes; Parent Background; *Parent Child Relationship; Parents; Play; Public Policy; Tables (Data)
IDENTIFIERS	Adult Child Relationship

ABSTRACT

This national survey examined the level of knowledge of 3,000 American adults (including 1,066 parents of children aged birth to 6 years) regarding child development issues, with particular emphasis on the intellectual, emotional, and social development of young children. The study also examined what the general public thinks about selected policies which have an impact on children and families. Findings were organized in the following areas: (1) when and how children develop; (2) supporting children in their development; (3) the importance of play; (4) expectations of young children; (5) spoiling; (6) discipline; (7) adult-child relationship; (8) preparation for parenthood; and (9) selected policies that impact children and families. Findings indicated that while adults are well informed about many areas of child development, there are important information gaps. Knowledge was related to parent education, gender, generation, and parental status. Significant gaps were evident in adults' understanding of children's ability to sense what is going on, the most beneficial forms of play, appropriate expectations for children of various ages, discipline, and spoiling. Most adults supported paid parental leave and governmental financial assistance to help pay for quality childcare. (Three appendices list the advisory board and child development literature sources and contain the questionnaire. Contains 67 references.) (KB)

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What Grown-Ups Understand About Child Development:

A National Benchmark Survey

Researched by DYG, Inc.

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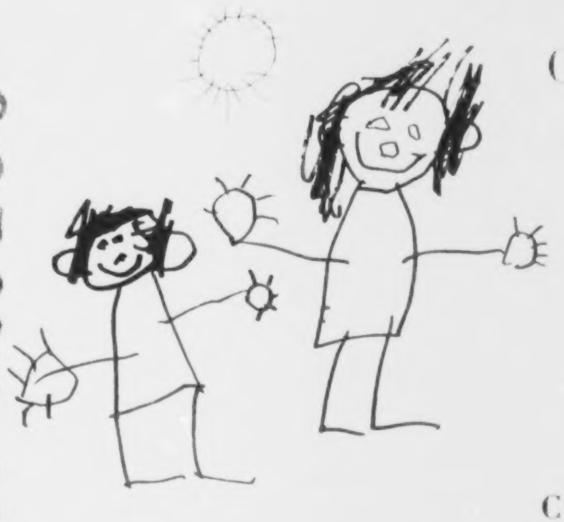

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What Grown-Ups Understand About Child Development: A National Benchmark Survey

CIVITAS Initiative
ZERO TO THREE
BRIO Corporation

Researched By:
DYG, Inc.

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Introduction

For most parents, raising a child is one of life's most miraculous and rewarding experiences. And typically, the responsibility extends beyond the family to society as a whole: A neighbor keeps an eye on the kids next door, a company sets a family leave policy, a senior citizen votes for legislators who support spending on child care. In both tacit and explicit ways, all Americans affect the lives of kids.

But how much do adults actually know about children and their development? And how does their knowledge or misinformation affect the lives of young kids?

What Grown-Ups Understand About Child Development: A National Benchmark Survey is a landmark study of 3,000 American adults (including 1,066 parents of children aged newborn to six) conducted in June and July of 2000. The fundamental purpose of the survey was to measure the level of accurate knowledge American adults have about child development issues — with particular emphasis on the intellectual, emotional and social development of young children (aged newborn to six). Secondarily, the purpose of the survey was to understand what the general public thinks about selected policies that impact children and families.

Three organizations dedicated to improving the lives of children partnered and commissioned DYG, Inc. to conduct the survey. The partners include:

- CIVITAS, a national, not-for-profit communication group that creates tools to help educate and support adults who take care of young children.
- ZERO TO THREE, a non-profit organization, and the nation's leading resource for knowledge and expertise regarding young children's development.
- BRIO Corporation, whose financial support made this study possible, a leading toy company whose products focus on play, development, imagination and fun.

DYG, Inc., which conducted the research, is an internationally respected social and marketing research firm, headed by Daniel Yankelovich.

The remainder of the Study Highlights is divided into four sections:

- Overall Key Survey Findings
- Where Adults Show Significant Information Gaps Regarding Child Development
- Key Findings by Topic Area
- Differences Among Subgroups

Overall Key Survey Findings

The survey indicates that while adults are well informed about many areas of child development, there are other important areas in which there are significant information gaps — *gaps that carry with them very real implications for how we raise and interact with our children in America today.*

The survey also indicates that subgroups of respondents show significant differences in their knowledge levels. For example, parents of young children who have four-year college degrees know more about child development than less educated groups, and dads showed greater knowledge gaps about child development than moms. The survey also indicates that there are gaps of knowledge between generations. Finally, the study shows that *future parents* (those who have no children yet, but plan to soon) show the highest level of confusion and misinformation among subgroups.

Notable is that while informational gaps exist about how children develop, there is widespread support by parents and non-parents alike for various policies that support young children and their families.

Where Adults Show Significant Information Gaps Regarding Child Development

The survey shows that there are many important areas of child development where significant information gaps exist — gaps that carry with them very real implications for how adults raise and interact with children in America today. The following areas and select examples show some of the greatest levels of misunderstanding for parents and other adults.

- A Child's Ability to Sense What is Going on Around Her

  Parents of young children and other adults ...

  ....do not understand when children begin to "take in" and "react" to their world.

  ...are confused about when young babies begin to sense and be affected by the mood of others.

  ...believe that a baby six-months-old or younger has no long-term memory and hence will not suffer any long-term effects from witnessing violence.

  ...do not understand that young babies can be depressed.

- Most Beneficial Forms of Play

  Parents of young children and other adults ...

  ...place value on some forms of play that are less beneficial to a two-year-old's intellectual development (the strong emphasis on flashcards is a key example).

- Expectations of Children

  Parents of young children and other adults ...

  ...believe a child's behavior can be based on revenge at too young an age (before, according to developmental research, they are truly capable of such motivations).

  ...believe a six-year-old who shoots and kills a classmate can comprehend the ramifications of his actions.

- Discipline and Spoiling

  Parents of young children and other adults...

  ...do not understand that very young children cannot be spoiled.

  ...believe that it is appropriate to spank a child as a regular form of punishment. However, most parents of young children and adults do acknowledge the negative consequences of spanking, such as that children who are regularly spanked are more likely to deal with their anger with physical aggression.

Interesting findings related to policies that impact children and families:

- Policy
  - The majority of all adults support paid parental leave.
  - The majority of all adults support government financial assistance to help families pay for quality childcare.

Key Findings By Topic Area

The following section provides a topic-by-topic overview of the main findings.

1. *When and How Children Develop*

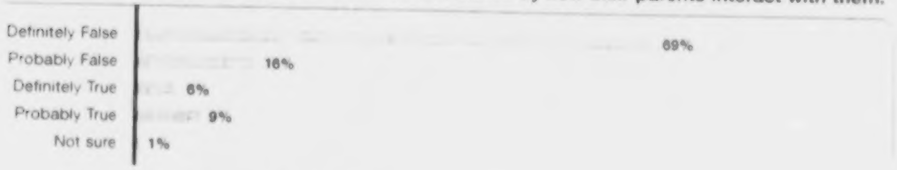
How do early experiences impact a child's development? Recognizing that children are active participants in the world from day one is critical for supporting a child's development. The survey explores what adults know about how various factors and experiences affect early development.

What adults understand:

- Children's capabilities are not predetermined at birth.

Children's Capacities: Predetermined or Not?

Statement: "Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how their parents interact with them."



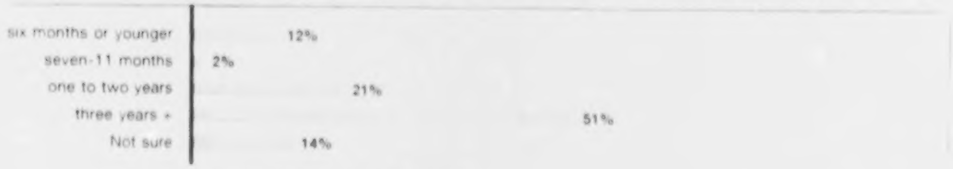
Shown: All parents of children aged 0-6

Note: According to child development research, "definitely false" is the most appropriate answer.

- 71% of all adults understand that brain development can be impacted very early on (prenatal/right from birth) and 76% of all adults realize that experiences in the first years of life have a significant impact on abilities that appear much later in children's lives.
- 96% of all adults clearly realize that there is a relationship between emotional closeness and a child's intellectual development.

What adults don't understand:

- Most adults (including parents of young children) do not understand when children begin to "take in" and "react to" their world. While child development research shows this happens in the first days of life, 62% of parents with young children believe it does not occur until a child is two-months-old or older.
- 61% of all adults, and 55% of parents with young children, do not know when young babies begin to sense and are affected by the moods of others. This is crucial because child development research shows that if a caregiver is particularly anxious or depressed, it can have a detrimental effect on a baby's development.
- Parents of young children do not realize that babies can experience depression at a very young age. According to developmental research, children can actually experience depression as early as four months of age. However, many parents of young children believe children cannot experience depression until they are three years old or older.



Depression in Children

Question: "At what age do you think a child can experience real depression?"

Shown: All parents of children aged 0-6

Note: According to child development research, six months or younger is the most appropriate answer.

- 26% of all adults, and 23% of parents of young children believe that a child as young as six months will not suffer any long-term effects from witnessing violence. Child development research shows it can have long-lasting, detrimental effects on a child's social and emotional development and the developing brain.

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2. *Supporting Children in Their Development*

Parents spend a lot of physical and emotional energy, as well as financial resources, in an effort to encourage their child's healthy development. Are they channeling their energy and resources where it counts? Mostly, yes — although there are some information gaps.

What adults understand:

- Parents of young children and other adults see the activities below as critical in promoting intellectual development in young children.
    - Reading with child (95% of all adults)
    - Talking with child (92% of all adults)
    - Providing a sense of safety and security (86% of all adults)
    - Feeding them a healthy diet (84% of all adults)
    - Providing them with quality childcare (69% of all adults)

What adults don't understand:

- Most parents of young children and other adults place too much emphasis on activities that developmental research shows are less beneficial to intellectual development. However, a large number of adults rated the following as very beneficial.
    - Flashcards (65% of all adults)
    - Educational TV (64% of all adults)
    - Solitary play on the computer (45% of all adults)

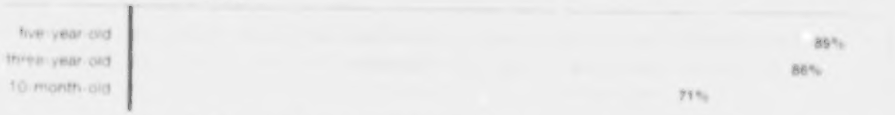
3. *The Importance of Play*

Parents and other adults clearly see the importance of play in child development. They usually see the benefits of various types of play, from sorting leaves to pretend tea parties to art projects.

Parents of young children, though, are more likely to think play is more important for older (five years old) than younger children (ten months old). However, developmental research shows that play is of crucial importance to children of *all* ages.

Importance of Playing: By Children's Age Groups

Statement: Very important for a child's healthy development that a _______ spend time playing.



Shown: % of parents of children aged 0-6 rating 8, 9, or 10 on a 10-point scale from "not at all important" (1 rating) to "crucial" (10 rating).

Note: For all three age groups, play is extremely important for healthy development (according to child development research).

Parents of young children are more likely to see play as beneficial to social development than they are to see play as beneficial to intellectual or, especially, language development. The numbers: 93% of parents of young children see a strong link between play and social development, while 88% see a strong link between play and intellectual development, and 80% see a strong link between play and language skill development. In fact, child development research shows that play forms the foundation for developing not just social skills, but also for language and for mastering important intellectual concepts and thinking skills.

4. *Expectations of Young Children*

The expectations adults hold for young children directly impact how they interact with and respond to kids. When these expectations are unrealistic, it can lead adults to respond in ways that can have a detrimental impact on a child's development.

What adults don't understand:

- 30% of parents of young children incorrectly believe a six-year-old who shoots and kills a classmate can truly comprehend what he did — meaning, fully understand that he took a life and that it can never be undone.
- Most parents of young children expect toddlers to share before (according to developmental research) they are able to do so.

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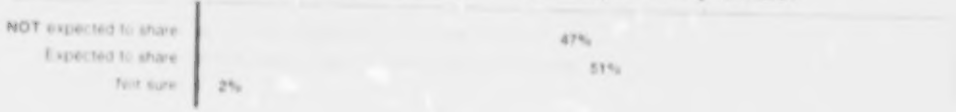
Expectations: Regarding Sharing

Question: "Should a 15-month-old be expected to share her toys with other children, or is this too young of an age to expect a baby to share?"



Shown: All parents of children aged 0-6

Note: According to child development research, 15-month-olds should not be expected to share.

- More than one in four parents of young children expect a three-year-old to be able to sit quietly for an hour, yet child development research shows that they are not developmentally ready to do so.
- Almost 40% of parents of young children are likely to believe that a child's behavior is based on revenge at too young an age.

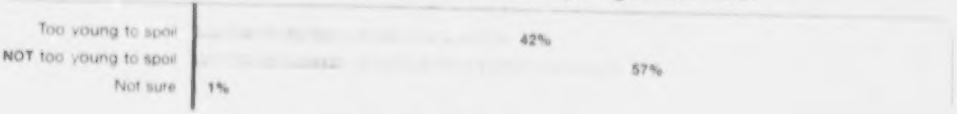
5. *Spoiling*

How adults define spoiling is directly related to the expectations they hold for children. For example, if a 15-month-old refuses to share, a parent or caregiver might inappropriately reprimand the child instead of using this opportunity as a learning experience.

- The majority of parents of young children believe a six-month-old can be spoiled.

Spoiling Very Young Children

Question: "Some people say a six-month-old, because he is too young, cannot be spoiled, no matter how much attention his parents give him. Others say that a six-month-old can be spoiled. Which do you agree with more?"



Shown: All parents of children aged 0-6

Note: Child development research suggests six-month-olds are too young to be "spoiled."

- There is also confusion about what activities ***are*** and ***are not*** spoiling.
    - 44% of parents of young children incorrectly believe picking up a three-month-old every time he cries will spoil a child.
    - 45% of parents of young children incorrectly believe that letting a two-year-old get down from the dinner table to play before the rest of the family has finished is spoiling.
    - 30% of parents of young children incorrectly believe that letting a six-year-old choose what to wear to school is spoiling.

According to child development research, all of the above activities are appropriate (non-spoiling).

6. *Discipline*

Making decisions about discipline — how to teach a child right from wrong and to help them develop self-control — is one of parenting's greatest challenges. In order to better understand adults' views on discipline, we asked specifically about their thoughts on spanking.

- 61% of parents of young children and 62% of all adults condone spanking as a regular form of punishment.
- 37% of parents of young children think it is appropriate to spank children age two or younger as a regular form of punishment.

This finding is surprising, given that while many parents condone spanking as a regular form of punishment, many also understand that this can lead to children acting more aggressively, and that it will not lead to better self-control.

7. *Adult/Child Relationships*

Child development unfolds in the context of the close relationships children have with their primary caregivers. Thus, the nature and quality of these relationships have a profound impact on a child's development. It is critical then, to understand what experiences adults believe impact a child in the early years.

What adults understand:

- Roughly three-quarters of all adults realize that since children need time to form bonds with caregivers, constant change of caregivers has a negative impact on children. It's notable that (according to "Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997" published by the Center for the Child Care Workforce) the rate of turnover for all providers in childcare centers is a significant 31% per year.
- Most adults (three-quarters or more) also understand that dads who are active in their children's lives have a powerful impact on their children.

What adults don't understand:

- A large majority of adults (61% of parents of young children and 67% of all adults) incorrectly believe that working parents cannot develop a bond with their children as strong as that of stay-at-home parents.
- Many adults are misinformed about the effects of not always responding to a three-month-old crying baby.

8. *Preparation For Parenthood*

How competent a parent feels can be a major factor in the parent's ability to support their child's development. Here is how parents report on their preparation for parenthood:

- Only one-third felt very prepared for parenthood.
- One-third felt somewhat prepared for parenthood.
- One-third felt very unprepared for parenthood.

Interestingly, non-parents think the vast majority of today's parents were *not* at all prepared when they had their first child.

With this in mind, once adults become parents, where do they turn to for information on parenting and child development?

- Moms and dads of young children turn most frequently to:
  - each other
  - their own mothers
  - their pediatricians
- About four in ten adults log onto the Internet each month to find child development information.

9. *What Adults Think About Selected Policies That Impact Children and Families*

Since children are very much affected by policies set by government and employers, some relevant policy questions were included in the survey to capture the general direction of the public's *goals* and *ideals* regarding family leave and childcare policies.

The findings were:

- More than 60% of parents of young children think that neither government nor employers are doing a very good job at making changes in the workplace to meet the needs of workers with very young children.
- 88% of parents of young children and 80% of all adults support paid parental leave.
  - Support is strongest among moms, lower income parents and future parents.
- Expanding disability or unemployment insurance as a vehicle for paid family leave is also supported by 89% of parents of young children and 84% of all adults.

- There is no overall agreement about the "ideal" parental leave for mothers. Among parents of young children, about 4 in 10 say three months or less, a quarter believe four to eleven months, while almost a third suggest at least a year.
- 60% of parents of young children believe that the ideal parental leave for fathers should be three weeks or more — which is three times or more than what most fathers currently take.
- 73% of parents of young children and 65% of all adults support government financial assistance to help family pay for quality childcare.

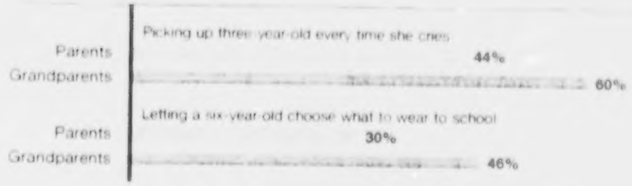
Differences Among Subgroups

Levels of knowledge regarding childhood development vary significantly among subgroups..

- The Education Factor: Among parents of young children, a four-year college degree is the single largest differentiator between those who know more about child development versus those who know less. Parents with a high school education or less need more information on child development.
- Dad's Viewpoint: Dads generally know less than moms about child development. For example, moms have more realistic expectations of their children's abilities. Also, dads are often misinformed about the benefits of specific forms of play. For example, dads are much less likely than moms to see the developmental benefits of pretend play.
- The Generation Gap: There are significant generational differences between parents of young children and grandparents regarding "spoiling." Grandparents are more likely than current parents of young children to view appropriate caregiving activities as spoiling.

Spoiling: The Generation Gap

Question: "Please tell me if you would rate the following behavior, on part of a parent or caregiver, as appropriate OR as something that will likely spoil a child if done often?"



Shown: % say the following will spoil the child if done too often / All parents of children 0-6, All grandparents
Note: Child development research suggests both activities listed in the chart are appropriate (non-spoiling).

- Grandparents are a particularly important subgroup to examine; according to the study, more than one in four grandparents take care of children weekly. This report also revealed that grandparents are a primary source of advice and information for parents on child-rearing.

- The Income Factor: As with educational attainment, household income is a factor that differentiates those who know more and those who know less about child development issues. Parents whose household income is above the median know more about child development.

- Future Parents Need A lot of Guidance: Future parents, adults who have no children but plan to have a child in the next few years, show a lack of knowledge in many areas of child development. In most areas surveyed, they show much more confusion than parents or grandparents. Interestingly, they tend to believe that they are well prepared for parenthood.

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Background and Study Objectives

Never before has there been a comprehensive, nationwide study measuring American's knowledge of early child development. Three organizations dedicated to improving the lives of children, CIVITAS Initiative, ZERO TO THREE and BRIO Corporation, partnered to undertake this groundbreaking study. Civitas Initiative is a national, non-profit communications organization whose mission is to create tools that help educate and support the community of adults who take care of young children. ZERO TO THREE, a non-profit organization, is the nation's leading resource of knowledge and expertise regarding young children's development. BRIO Corporation (whose financial support made this study possible) is a leading toy company that markets products to families with children — their products focus on play, development, imagination and fun.

In the Spring of 2000, the three partners commissioned DYG, Inc. to take on a first-of-its-kind survey. DYG, Inc. is a nationally respected social and marketing research firm, headed by Daniel Yankelovich. The fundamental purpose of this large scale, national study was to evaluate the level of knowledge and understanding regarding early childhood development among the American public, and also to obtain some general insights on public opinion regarding related policy issues.

Five objectives underlie the core mission of the study:

1. To measure the overall knowledge and information level of the American public regarding early childhood development (specifically regarding social, emotional and intellectual development among children aged newborn through six).
2. To look at differences across key subgroups within the population (the large sample size of this study — 3,000 — allows for extensive subgroup analysis). Some of the subgroups examined include:
   - Parents of young children (as a group and organized by educational attainment, income, etc.)
   - Moms and dads

- Grandparents in general, and those who play an active role in raising their grandchildren
    - Grandparents are a particularly important group to examine, because a large number of grandparents currently play a prominent role in childcare for their grandchildren (27% of grandparents in our study report taking care of children on a weekly basis — usually their own grandchildren). Further, the US Census estimates that 4 million children in America are currently living, full time, with their grandparents.
- Future parents (those who plan to have their first child in the next few years)
    - As expected, future parents are relatively young. Their average age is 28.
- Single mothers
    - This is another group that deserves special attention. The US Census estimates that roughly eight million households in America consist of a single mother and her children. It is important to note that while many think of single moms as being "poor," this is not entirely the case. There is a strong middle class presence in this subgroup. In our survey, 1 in 3 single moms had an annual income of $40,000 or more.
- Non-parents (defined as respondents who have no children and do not plan to have any)
    - One may wonder why non-parents are included in a child development study. The key reason is that all Americans, parents and non-parents, have a say in public policies that affect children — be it funding for Head Start, support for childcare, parental leave policies, etc. Non-parents are also employers, and hence impact in many ways how working parents interact with their children. Finally, children do not grow up in isolation. They grow up in communities and interact with many non-parents — including their neighbors, relatives, teachers and the like.

3. To capture the general direction of the public's *goals* and *ideals* regarding family leave and childcare policies.

4. To serve as a *benchmark* survey, with the ability to trend the results over time with follow-up research in an effort to measure improvements (or deterioration) in public knowledge.
5. To help CIVITAS Initiative and ZERO TO THREE, in partnership with other child-focused organizations, better target resources for public education to those areas of knowledge most in need of attention, and to those segments of society where the information gap is greatest.

As noted earlier, this project is a first-of-its-kind study. For the first time ever, a large, cross section of all Americans (parents and non-parents alike) were asked an extensive set of questions about a broad range of childhood development issues, with particular emphasis on intellectual, emotional and social development. The results represent a unique opportunity to understand just what Americans do, and do not, understand about childhood development.

Methodology

DYG, Inc. worked closely with child development experts at Civitas Initiative and ZERO TO THREE in crafting the questionnaire. A team of noted child development experts from across the nation, led by J. Ronald Lally, Ed.D. (ZERO TO THREE board member and Co-Director of The Center For Child and Family Study at WestEd) advised the study team on all aspects of questionnaire development regarding the knowledge items. A group of child and family policy experts advised the team on the policy issues. A list of the experts who formed the advisory panel for the project is listed in Appendix A. Appendix B lists all of the child development research that served as sources for determining the "most appropriate" answer for the survey items. Finally, a complete copy of the questionnaire is included in Appendix C.

The critical nature of the subject — early childhood development — dictated that the survey research for this study meet the highest standards possible. To that end, the survey research was conducted as follows:

- 3,000 Americans (aged 18+) were interviewed for this study.
    - 1,066 were parents of children aged newborn through six.
        - To ensure that the quota of parents was met, targeted sample was utilized to reach the final 10% of parents.
        - Both moms and dads are well represented in the sample.
- The sample was designed so that it is statistically projectable to the American population aged 18 and older.
    - RDD (Random-Digit-Dial) sampling was utilized.
- Interviews were conducted by telephone by specially trained interviewers.
- Interviews lasted, on average, 26 minutes.
- Multiple callbacks were done, and calls were staggered over time of day and day of week to ensure that even the busiest Americans were included in the survey.
    - If requested by respondents, interviews were rescheduled to fit their needs.
- Interviews were also conducted in Spanish in order to reach Spanish-speaking households.
- The field work was conducted June 12th to July 5th, 2000.

Sampling error:

Sampling error is inherent in any survey, since a *sample* of Americans is interviewed as opposed to interviewing *every* American. Among the total sample of 3,000 respondents, sampling error is ±1.8%. That means that we can say, with a 95% confidence level, that if we had interviewed *every* American for this survey, the results for *all* Americans would have been the same as the results among this sample, plus or minus 1.8 percentage points.

Among the sample of 1,066 parents, sampling error is ±3.1%. Sampling error varies for each of the subgroups (from ±3.1% to ±9.3%), depending upon its size (see "Sample Profile" section).

Note on tables:

The tables in this report show survey results by key subgroups. All tables are set up so that the most appropriate answer is listed first (and noted as the "appropriate answer"). The source from the child development literature that documents why that answer is the most appropriate one is listed in the section which accompanies the table.

An arrow symbol (→ ←) in a table indicates results for a particular subgroup that are much higher or lower than other subgroups and is referred to in the text.

Due to rounding, columns may add to 99% or 101%.

Caveat

Child development is not an exact (black and white) science. The specific context in which development unfolds (family situation, environment, culture, etc.) is critical to consider when looking at a child's individual development. Although highly respected child development research has been used to define the "most appropriate answer" for each question this must be seen as the collective thinking of leading researchers in the child development field, but not necessarily of all child development experts.

Sample Profile

Sample sizes and corresponding sampling error for key subgroups discussed in this report are as follows:

	Sample Size	Sampling error
Total (all respondents = all adults)	3,000	±1.8%
Parents of children aged newborn to six	1,066	±3.1%
Moms of children aged newborn to six	577	±4.2%
Dads of children aged newborn to six	489	±4.6%
Parents of children aged newborn to six with a high school degree or less	396	±5.0%
Parents of children aged newborn to six with a college degree (4 yr) or more	400	±5.0%
Parents of children aged newborn to six with a household income of less than $30,000	237	±6.6%
Parents of children aged newborn to six with a household income of $30,000 to under $50,000	281	±6.1%
Parents of children aged newborn to six with a household income of over $50,000	434	±4.9%
Parents of children aged newborn to six who are employed (full or part-time)	822	±3.5%
Parents of children aged newborn to six who are not employed (full or part-time)	226	±6.6%
Parents of children aged newborn to three	737	±3.7%
Moms of children aged newborn to three	391	±5.0%
Dads of children aged newborn to three	346	±5.7%
Single moms with children aged newborn to six	164	±8.5%
Future parents (respondents who do not have children currently, but expect to have one in the next few years)	166	±8.0%

	Sample Size	Sampling error
Grandparents (all)	774	±3.6%
Grandparents who regularly take care of their grandchildren (2 hrs a week or more)	134	±9.3%
Non-parents (respondents who do not have children and do not plan to have children)	298	±5.8%

Parents with children aged newborn through six are the main emphasis of this report. A few demographic notes on this group:

	Parents of children aged 0 - 6
Average age (currently)	34 yrs old
Average age when had first child	26 yrs old
Marital Status	
Married	84%
Single	9%
Divorced	6%
Widowed	1%
Educational Attainment	
High school or less	37%
Some college	24%
College graduate	37%
Refused	2%
Household Income	
Less than $30,000	22%
$30,000 to under $50,000	26%
$50,000 to under $75,000	24%
$75,000+	17%
Refused	11%
	(Median=$48,000)

Race/Ethnicity	
White (European)	78%
African-American	8%
Hispanic	6%
Asian	1%
Mixed race	2%
Other	3%
Refused	2%
Number of Children	
One	28%
Two	42%
Three	18%
Four or more	12%
Use Day Care/Childcare/Pre-K for Which They Pay	
Yes	47%
No	53%

Survey Findings

The Survey Findings section is divided into the following nine areas:

☐ Area #1: When and How Children Develop (Intellectually, Emotionally, Socially)
☐ Area #2: Supporting Children In Their Development
☐ Area #3: The Importance of Play
☐ Area #4: Expectations of Young Children
☐ Area #5: Spoiling
☐ Area #6: Discipline
☐ Area #7: Adult/Child Relationships
☐ Area #8: Preparation For Parenthood
☐ Area #9: What Adults Think About Selected Policies That Impact Children and Families

Clearly, all nine of these areas overlap in many ways. However, organizing the results in this manner helps bring out several key themes and ideas.

Area #1

When And How Children Develop (Intellectually, Emotionally, Socially)

Overview of Findings

How do early experiences impact a child's development? Recognizing that children are active participants in the world from day one is critical for supporting a child's development. The survey explores what adults know about how various factors and experiences affect early development.

The survey results show the following:

What adults understand:

- Regarding many aspects of "when and how" children develop, most adults manifest a very strong base of knowledge.
  - Areas where parents and other adults show the greatest level of understanding and knowledge include:
    - Recognizing the relationship between emotional closeness and a child's intellectual development.
    - Knowing that a child's capabilities are not completely predetermined at birth.
    - Understanding that a child's brain development can be impacted very early on, and, relatedly, that experiences in the first year of life have a significant impact on a child's abilities in school later in life.
    - Knowing that children recognize mom's voice very early on.

What adults do not understand:

- However, there are several aspects that fall under the "when and how" of childhood development where parents of young children and other adult groups manifest a significant level of misinformation.
  - The areas of greatest misinformation and confusion include:
    - Not understanding when very young children begin to really take in and react to the world around them.
    - Misjudging the ability of very young babies to sense the mood of caregivers.

- Not knowing when young children can begin to experience depression.

Differences across the subgroups:

- There are significant differences in knowledge levels across the subgroups. One of the greatest divides occurs between non-college and college educated parents.
  - Parents with a high school degree or less show a greater level of misinformation in many areas.
- Moms are more informed than dads on many key developmental issues.
  - Dads do, in fact, know quite a bit. However, moms clearly have an advantage in many areas of developmental knowledge and insight.
- Future parents (those with no children currently but expect to have one in the next few years) and non-parents (those with no children currently and no expectations of having any) show a very high level of confusion and misinformation regarding childhood development.
  - More so than among current parents of young children.
- On most issues in the area of "when" and "how" children develop, grandparents tend to be in the middle. They usually manifest a higher degree of misinformation than do current parents of small children, but less than future parents and non-parents do.
- The following topics are covered in this section:
  - Are intellectual abilities set from birth
  - Connecting the first year of life to school performance
  - Emotional closeness — impact on intellectual development
  - When children begin to "take in" the world around them
  - Recognizing mom's voice
  - Sensing a parent's mood
  - Depression in young children
  - Developing self-esteem
  - Impact on children of witnessing violence
  - Learning language from TV versus real people
  - Impacting a child's brain development

The Results In Detail

Are Intellectual Abilities Set From Birth?

"Nature versus nurture" — which has a greater impact on a child's development? In the study, we explored what Americans believe about this topic, particularly as it relates to the intellectual abilities of children.

We asked respondents to agree or disagree with the following statement:

Statement: "Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how their parents interact with them."

Child development research suggests that this statement is *definitely false* (source: Shore, 1997). Most parents (7 in 10) agreed that it is definitely false. Another 16% say that it is *probably false*. There are no differences on this item between moms and dads. Parents with a high school degree or less express slightly more agreement with the statement than do college educated parents (22% of parents with a high school degree or less say it is true, versus only 7% among college educated parents).

True or False: Capacity For Learning Predetermined

Statement: "Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how their parents interact with them."

	Parents of children aged 0 - 6		
	All %	High school education or less %	College degree or more %
(Appropriate answer) Definitely false	69	60	77
Probably false	16	16	15
Probably true	6	9	4
Definitely true	9	13	3
Not sure	1	1	*

Results were generally similar among other adults groups.

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely false	63	64	60	65	57
Probably false	14	15	12	10	18
Probably true	11	15	11	8	11
Definitely true	11	6	15	15	12
Not sure	1	0	1	2	2

Results among other groups:

True or False: Capacity For Learning Predetermined

Statement: "Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how their parents interact with them."

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely false	68	65	71	67
Probably false	15	17	14	14
Probably true	7	7	7	10
Definitely true	9	11	8	10
Not sure	1	1	0	0

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely false	61	66	73
Probably false	16	13	17
Probably true	7	10	5
Definitely true	15	10	5
Not sure	1	1	0

Connecting The First Year of Life To School Performance

Child development research suggests that a child's experiences in the first year of life have a major impact on his or her performance in school several years later (sources: Cary, 1987; Eliot, 1999). Most parents also see this connection; however, a minority — one in five — do not.

First 12 Months and School Performance

Question: "Some people say that a child's experiences in the first year of life have a major impact on their performance in school many years later. Others say babies 12 months and younger are too young for their experiences to really help or hurt their ability to learn in school later in life. Which do you agree with more?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) First year has a major impact	77	81	73	73	81
First year has no impact	**20**	**17**	**24**	**24**	**16**
Not sure	**3**	**3**	**3**	**3**	**3**

In comparison to other groups, future parents show a relatively high knowledge gap on this issue.

First 12 Months and School Performance

Question: "Some people say that a child's experiences in the first year of life have a major impact on their performance in school many years later. Others say babies 12 months and younger are too young for their experiences to really help or hurt their ability to learn in school later in life. Which do you agree with more?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) First year has a major impact	76	64	78	87	74
First year has no impact	**21**	**→32←**	**19**	**9**	**23**
Not sure	**3**	**4**	**3**	**5**	**3**

Results among other subgroups:

First 12 Months and School Performance

Question: "Some people say that a child's experiences in the first year of life have a major impact on their performance in school many years later. Others say babies 12 months and younger are too young for their experiences to really help or hurt their ability to learn in school later in life. Which do you agree with more?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) First year has a major impact	77	81	84	78
First year has no impact	20	17	24	20
Not sure	3	3	3	2

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) First year has a major impact	80	69	80
First year has no impact	**17**	**28**	**17**
Not sure	**3**	**3**	**3**

Emotional Closeness — Impact on Intellectual Development

Child development studies suggest that a parent's emotional closeness with his/her child has a significant impact on the child's intellectual development (source: *Heart Start*, 1992). The good news is that the vast majority of parents also see this connection.

There are no differences by educational attainment or between moms and dads on this issue.

True Or False: Emotional Closeness Impacts Intellectual Development

Statement: "Parents' emotional closeness with their baby can strongly influence that child's intellectual development."

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) Definitely true	83	83	83	81	83
Probably true	14	14	15	16	14
Probably false	2	2	2	2	1
Definitely false	1	1	1	0	1
Not sure	0	0	0	0	1

Also, results are similar among all other groups examined.

When Children Begin To "Take In" The World Around Them

When do infants become aware of and react to what goes on in the world around them? This is an important issue to understand since it affects how a parent or caregiver will interact with a child — treating him/her either as a generally passive, little bundle or as an extremely interactive, learning individual.

We asked respondents about this, and found that strong majorities of parents and non-parents alike are misinformed on this issue. Current scientific research suggests that babies begin to take in and react to the world around them right from birth (sources: Damon and Heart, 1992; Frick, Colombo and Saxon, 1999; Harris and MacFarlane, 1974). However, half of parents with young children (aged six or younger) said it did not occur until a baby is three months old or older. Parents with no more than a high school degree manifest an even greater level of confusion on this issue. Six in ten parents of young children with a high school degree or less believe babies do not take in and react to the world until they are three months old or older.

Taking In The World Around Them

Question: "At what age do you think an infant or young child begins to really take in and react to the world around them? (IF RESPONDENT ASKS FOR CLARIFICATION) meaning takes in the sights, sounds and smells of their surroundings and reacts to them?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) Birth/first week	25	28	23	20	33
Total misinformed or not sure	**75**	**72**	**77**	**→80←**	**67**
Two weeks to one month	12	12	12	10	14
Two months	10	11	7	10	11
Three to six months	33	33	33	30	32
Seven to 11 months	4	4	5	6	3
One year or more	15	11	19	→24←	7
Not sure	1	1	0	0	0

Note: Question was open-ended, no response options were offered.

Responses among future parents, grandparents and non-parents are not too different from those of parents. These groups also manifest a high level of confusion regarding this issue.

Taking In The World Around Them

Question: "At what age do you think an infant or young child begins to really take in and react to the world around them? (IF RESPONDENT ASKS FOR CLARIFICATION) meaning takes in the sights, sounds and smells of their surroundings and reacts to them?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Birth/first week	26	24	23	24	21
Total misinformed or not sure	**74**	**76**	**77**	**76**	**79**
Two weeks to one month	12	9	13	14	10
Two months	7	5	8	12	7
Three to six months	27	30	30	32	25
Seven to 11 months	3	2	3	2	3
One year or more	23	27	20	14	30
Not sure	2	2	2	2	5

Note: Question was open-ended, no response options were offered.

Results among other subgroups:

Taking In The World Around Them

Question: "At what age do you think an infant or young child begins to really take in and react to the world around them? (IF RESPONDENTS ASKS FOR CLARIFICATION) meaning takes in the sights, sounds and smells of their surroundings and reacts to them?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Birth/first week	24	27	22	23
Total misinformed or not sure	**76**	**73**	**78**	**77**
Two weeks to one month	11	11	11	14
Two months	9	12	6	7
Three to six months	34	34	36	29
Seven to 11 months	4	3	5	7
One year or more	15	12	20	18
Not sure	1	1	1	3

Note: Question was open-ended, no response options were offered.

Taking In The World Around Them

Question: "At what age do you think an infant or young child begins to really take in and react to the world around them? (IF RESPONDENTS ASKS FOR CLARIFICATION) meaning takes in the sights, sounds and smells of their surroundings and reacts to them?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Birth/first week	22	23	26
Total misinformed or not sure	**78**	**77**	**74**
Two weeks to one month	10	15	10
Two months	8	9	11
Three to six months	30	31	38
Seven to 11 months	6	5	4
One year or more	24	16	10
Not sure	0	1	1

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Recognizing Mom's Voice

Although, as just shown, adults tend to believe infants are slow to "take in and react to the world around them," most, in contrast, realize that very young babies recognize mom's voice early on. Child development research shows that infants can recognize their mom's voice right from birth (source: Klaus and Phyllis, 1998). The vast majority of parents of young children know this. However, other adult groups (particularly future parents and non-parents) are more likely than current parents to believe recognition occurs weeks or months after birth.

Statement: "At what age do you think an infant recognizes his mother's voice? By recognize, I mean the infant will know the difference between his mother's and a stranger's voice."

	Parents of children aged 0 – 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) Birth/first week	72	77	68	69	75
Total misinformed or not sure	**28**	**23**	**32**	**31**	**25**
Two weeks to one month	12	12	13	11	13
Two to three months	8	7	9	11	8
Four or more months	7	4	10	10	5
Not sure	0	0	0	0	0

Note: Open-ended question, no response options were offered.

Recognizing Mom's Voice

Statement: "At what age do you think an infant recognizes his mother's voice? By recognize, I mean the infant will know the difference between his mother's and a stranger's voice."

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Birth/first week	58	59	57	64	53
Total misinformed or not sure	**42**	**41**	**43**	**36**	**47**
Two weeks to one month	15	11	19	20	12
Two to three months	12	9	12	11	13
Four or more months	13	→22←	11	6	→18←
Not sure	2	0	2	0	5

Note: Open-ended question, no response options were offered.

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Birth/first week	72	75	68	68
Total misinformed or not sure	**28**	**25**	**32**	**32**
Two weeks to one month	12	12	12	10
Two to three months	8	7	10	12
Four or more months	7	5	10	10
Not sure	0	0	0	1

Note: Open-ended question, no response options were offered.

Recognizing Mom's Voice

Statement: "At what age do you think an infant recognizes his mother's voice? By recognize, I mean the infant will know the difference between his mother's and a stranger's voice."

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Birth/first week	70	72	72
Total misinformed or not sure	**30**	**28**	**28**
Two weeks to one month	12	12	12
Two to three months	11	7	9
Four or more months	7	7	6
Not sure	0	2	1

Sensing A Parent's Mood

Very much related to the preceding issues is whether or not a baby can sense the mood of his or her caregiver. Research shows that babies as young as one month old can sense whether or not his or her parent is depressed or angry, and will be affected by the parent's mood (sources: Brazelton et. al., 1975; Cohn and Tronick, 1983; Field, 1984; Murray, 1992). However, about half of parents - and many more of future parents, grandparents and non-parents — are very much misinformed on this issue.

55% of parents with young children (aged 0 to 6) say a baby must be three months old or older to sense the mood of his parent. 31% of parents with young children say a baby must be one *year* old or older to sense his/her parent's mood. Dads, in particular, manifest a large knowledge gap on this issue. 42% of dads of young children say a child must be one year old or older to sense a parent's mood.

Question: "At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry and can be affected by his parent's mood?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) First one to two months	45	55	34	42	49
Total misinformed or not sure	**55**	**45**	**→66←**	**58**	**51**
Three to six months	18	18	18	15	20
Seven to 11 months	5	5	5	7	4
One year or older	31	21	→42←	36	26
Not sure	0	0	0	0	0

Note: Question was open-ended, no response options were offered.

Future parents and non-parents show a significantly higher level of confusion on this issue. Half of future parents and almost as many non-parents say a baby cannot sense her parent's mood until she is one year old or older. Interestingly, grandparents who watch their grandchildren on a regular basis are more informed on this issue than are grandparents in general.

Sensing a Parent's Mood

Question: "At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry and can be affected by his parent's mood?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) First one to two months	40	36	41	→50←	31
Total misinformed or not sure	**60**	**→64←**	**59**	**50**	**→69←**
Three to six months	19	14	21	23	21
Seven to 11 months	4	3	4	7	5
One year or older	37	→50←	33	21	→44←
Not sure	0	0	0	0	0

Note: Question was open-ended, no response options were offered.

Results among other subgroups:

Sensing a Parent's Mood

Question: "At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry and can be affected by his parent's mood?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) First one to two months	45	54	35	41
Total misinformed or not sure	**55**	**46**	**→65←**	**59**
Three to six months	18	18	19	16
Seven to 11 months	7	6	7	9
One year or older	31	22	→41←	35
Not sure	0	0	0	0

Note: Question was open-ended, no response options were offered.

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) First one to two months	45	48	45
Total misinformed or not sure	**55**	**52**	**55**
Three to six months	14	19	18
Seven to 11 months	7	5	4
One year or older	34	28	32
Not sure	0	0	1

Depression In Young Children

The media reports extensively on the existence and impact of depression among teens and adults. However, we hear very little, in fact next to nothing, on the issue of depression among very young children. It is not surprising, then, to find the majority of parents to be confused on this issue. According to scientific research, babies can begin to experience real depression at about four months of age (source: Luby, 2000). However, only a minority of parents of children aged newborn to six understand this. Most parents of young children (72%) believe depression cannot occur until a baby is one year old or older. Half of parents of young children (51%) put the age at three years or older — higher among dads, lower among moms.

Depression

Question: "At what age do you think a child can experience real depression?"

	Parents of children aged 0 - 6		
	All %	Moms %	Dads %
(Appropriate answer) Six months or younger	12	14	11
Total misinformed or not sure	**88**	**86**	**89**
Seven to 11 months	2	2	1
One to two years	21	21	19
Three years or older	51	47	→57←
Not sure	14	16	12

Note: Question was open-ended, no response options were offered.

There is no difference on this point by educational attainment.

Future parents, grandparents and non-parents have beliefs that are similar to those of current parents of young children. Following the pattern we have seen on many issues, future parents manifest the greatest information gap.

Depression

Question: "At what age do you think a child can experience real depression?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Six months or younger	13	18	14	12	11
Total misinformed or not sure	**87**	**82**	**86**	**88**	**89**
Seven to 11 months	3	3	2	3	1
One to two years	19	17	19	16	19
Three years or older	50	→57←	46	44	47
Not sure	15	8	21	25	21

Note: Question was open-ended, no response options were offered.

Results among other subgroups:

Depression

Question: "At what age do you think a child can experience real depression?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Six months or younger	12	14	10	15
Total misinformed or not sure	**88**	**86**	**90**	**85**
Seven to 11 months	2	2	1	3
One to two years	21	22	19	19
Three years or older	52	46	→58←	51
Not sure	14	15	13	12

Note: Question was open-ended, no response options were offered.

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Six months or younger	11	13	12
Total misinformed or not sure	**89**	**87**	**88**
Seven to 11 months	3	2	2
One to two years	22	20	20
Three years or older	53	54	49
Not sure	11	11	17

Developing Self-Esteem

Respondents were asked at what age most children begin to develop self-esteem. Current scientific research states that the seeds of self-esteem are planted in infancy. By age two, children begin to gain a sense of their own self worth (sources: Case, 1991; Curry & Johnson, 1990). The good news is that the vast majority of parents (almost 8 in 10) hold the same viewpoint. However, over *one in five parents* of young children believe self-esteem does not begin to develop until age three or later. There is a significant difference in knowledge level on this point by educational attainment — parents with a college degree are more likely to believe self-esteem develops early on.

Self-Esteem

Question: "At what age do you think most children begin to develop their sense of self-esteem?"

	Parents of children aged 0 - 6		
	All %	High school education or less %	College degree or more %
(Appropriate answer) Newborn through two	78	66	89
Three years old or older	**19**	**→30←**	**9**
Not sure	**3**	**4**	**2**

Note: Question was open-ended, no response options were offered.

An even greater level of misunderstanding is evident among future parents (especially), and non-parents.

Self-Esteem

Question: "At what age do you think most children begin to develop their sense of self-esteem?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Newborn through two	66	59	68	77	59
Three years old or older	**30**	**38**	**28**	**20**	**34**
Not sure	**4**	**3**	**4**	**3**	**7**

Note: Question was open-ended, no response options were offered.

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Newborn through two	78	81	76	71
Three years old or older	**19**	**16**	**20**	**24**
Not sure	**3**	**3**	**4**	**5**

Note: Question was open-ended, no response options were offered.

Self-Esteem

Question: "At what age do you think most children begin to develop their sense of self-esteem?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Newborn through two	68	74	84
Three years old or older	**27**	**24**	**14**
Not sure	**5**	**2**	**2**

Impact On Children Of Witnessing Violence

It is an unfortunate fact that some children witness violence in the home, often in the form of spousal abuse. Our study found that roughly one quarter of parents have a misconception that young children, aged six months or younger, are too young to really be affected by witnessing violence because they have no long-term memory. Scientific research does not support this notion (source: Osofsky, 1997).

True Or False: Effect of Violence

Statement: "A child aged six months or younger who witnesses violence, such as seeing his father often hit his mother, will not suffer any long term effects from the experiences, because children that age have no long term memory."

	Parents of children aged 0 – 6 %
(Appropriate answer) Definitely false	48
Probably false	25
Probably true	16
Definitely true	7
Not sure	5

There are no differences by education or between moms and dads on this issue. Also, results were similar among future parents, grandparents and non-parents.

Results among other subgroups:

True Or False: Effect of Violence

Statement: "A child aged six months or younger who witnesses violence, such as seeing his father often hit his mother, will not suffer any long term effects from the experiences, because children that age have no long term memory."

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely false	47	45	50	43
Probably false	25	28	22	22
Probably true	16	17	16	20
Definitely true	6	6	7	9
Not sure	6	4	5	6

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely false	53	45	46
Probably false	21	26	26
Probably true	13	18	17
Definitely true	9	6	6
Not sure	4	5	5

Learning Language From TV versus Real People

How do children best acquire language skills — via hearing someone talk on TV or via hearing a real person in the same room talking to them? Is there a difference? Child development scholars believe that there is a difference. Research shows that children get a greater benefit from hearing a real person in the same room talk to them than they do from listening to TV (source: Healy, 1998). Parents and other adult groups generally agree with the research on this point, though they are not as certain about it.

There is a difference on this point by educational attainment. College educated parents are in stronger agreement with the research than are parents with a high school degree or less.

True Or False: Learning Language From TV

Statement: "In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them."

	Parents of children aged 0 – 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) Definitely false	43	46	40	33	→53←
Probably false	22	24	21	18	27
Probably true	17	15	20	→22←	12
Definitely true	15	13	18	→25←	6
Not sure	2	3	1	2	2

Responses were similar across other adult groups.

True Or False: Learning Language From TV

Statement: "In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them."

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely false	37	34	35	34	32
Probably false	22	26	18	22	23
Probably true	21	21	22	22	23
Definitely true	17	19	21	18	18
Not sure	3	1	4	3	4

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely false	43	45	40	36
Probably false	23	22	23	19
Probably true	18	17	19	20
Definitely true	15	13	17	23
Not sure	2	3	1	2

True Or False: Learning Language From TV

Statement: "In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them."

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely false	32	42	49
Probably false	19	20	26
Probably true	21	24	12
Definitely true	26	13	11
Not sure	2	1	2

Impacting A Child's Brain Development

In the survey, we asked the following:

Question: "When do you think a parent can begin to significantly impact a child's brain development, for example, impact the child's ability to learn?"

The most appropriate answer is when the child is still in the womb (sources: Bradley, et al., 1988; Johnson, 1982; Coates & Lewis, 1984). Most parents and other adults did *not* answer the question with this response. However, if we accept "right from birth" as an appropriate answer as well, the vast majority of parents are in-the-know on this issue.

Yet, there is some cause for concern:

- Almost one in five future parents and almost one in five non-parents say parents cannot impact a child's brain development until he is one year old or more.

Statement: "When do you think a parent can begin to significantly impact a child's brain development, for example impact the child's ability to learn?"

	Parents of children aged 0 – 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
(Appropriate answer) Prenatal	29	32	25	24	34
(Appropriate answer) Right from birth	46	48	43	41	50
First month	2	2	2	3	1
Two to six months	10	8	14	14	10
Seven to 11 months	1	1	1	1	1
One year or more	10	7	13	14	4
Not sure	1	1	2	2	1

Note: Open-ended question, no response options were offered.

Impacting A Child's Brain Development

Statement: "When do you think a parent can begin to significantly impact a child's brain development, for example impact the child's ability to learn?"

	All Adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Prenatal	27	28	26	29	26
(Appropriate answer) Right from birth	44	32	45	48	37
First month	1	2	2	2	3
Two to six months	9	16	10	7	9
Seven to 11 months	2	2	2	2	1
One year or more	14	→18←	12	9	→19←
Not sure	3	3	3	4	4

Note: Open-ended question, no response options were offered.

Results among other subgroups:

Impacting A Child's Brain Development

Statement: "When do you think a parent can begin to significantly impact a child's brain development, for example impact the child's ability to learn?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Prenatal	28	32	24	27
(Appropriate answer) Right from birth	46	47	44	44
First month	2	2	2	3
Two to six months	12	10	15	8
Seven to 11 months	1	1	1	5
One year or more	10	8	13	13
Not sure	1	1	2	1

Note: Open-ended question, no response options were offered.

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Impacting A Child's Brain Development

Statement: "When do you think a parent can begin to significantly impact a child's brain development, for example impact the child's ability to learn?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Prenatal	24	25	31
(Appropriate answer) Right from birth	39	47	49
First month	3	2	2
Two to six months	14	13	8
Seven to 11 months	2	1	2
One year or more	15	12	7
Not sure	3	0	1

Area #2

Supporting Children In Their Development

Overview of Findings

American parents, usually with the best of intentions, want to know what they can do to support and encourage their children's development. Over the years, parents have spent countless billions to help their children's intellectual, emotional and social progress, buying everything from books to flashcards to computer programs to educational toys. They have also spent countless hours interacting with their children in an effort to aid in their development. Our study explored what parents feel is most effective in this area, and compared it to what child development research suggests.

What Adults Understand

The four activities/factors (among those presented in the survey) that received the highest ratings from parents for promoting intellectual development (among two-year-olds in the survey example) are in agreement with what the experts recommend. Namely: reading and talking with the child, providing a sense of safety and security, ensuring a healthy diet and providing them with quality childcare.

Our study also explored to what extent parents believe the false idea (which received much press over the past few years) that playing Mozart's music in the presence of a child would have a powerful effect on the child's development. Most parents reject this notion and, in agreement with developmental research, understand that playing *any* type of music is beneficial to children — there is nothing magical about Mozart's music when it comes to child development.

What Adults Do Not Understand

However, parents show some misinformation regarding the most beneficial methods for promoting a young child's development. For instance:

- Many parents (especially those with a high school degree or less and lower incomes), place a relatively strong emphasis on flashcards, educational TV shows and educational computer activities. These three activities are much less beneficial to children than are the other activities noted above (according to child development research).
- Many parents also place too little emphasis on the connection between "playground play" and intellectual development.

- Child development researchers suggest that quality childcare is absolutely critical in helping young children develop intellectually, yet only about 7 in 10 respondents rated it as such.
- Future parents, grandparents and non-parents express generally similar beliefs in this area as do current parents of young children. However, when compared to other groups, future parents see significantly more benefit from computer games, and less from playground play (this, likely, results in part from their younger age and, relatedly, their stronger technology-orientation).

Note: Child development research sources used for this section include Baker et. al., 1998; Bredekamp & Copple, 1997; Bus et. al., 1995; Gonzalez-Mena and Widmeyer, 1993; Heath, 1982.

What We Asked

To understand what parents believe is and is not effective in helping young children develop intellectually, we asked the following question:

Statement: "There are different ideas regarding what can help a two-year old child develop intellectually and become a better learner. Please rate the following activities on a 1 to 10 scale, where a 1 means the activity is *not* at all effective in helping a child become a better learner, and a 10 means the activity is *extremely* effective in helping a child become a better learner. Use any number in between."

What The Experts Say

Eleven activities were included in the survey. Child development experts classify them as follows:

Activities developmental research suggests are highly beneficial to intellectual development	**Activities developmental research suggests are LESS beneficial to intellectual development**
☐ Reading with child	☐ Watching educational shows on TV
☐ Talking with child	☐ Playing educational games on a computer by himself
☐ Sense of security and safety	☐ Educational flashcards
☐ Healthy diet	☐ Playing Mozart as background music during playtime*
☐ Quality day care	
☐ Climbing on playground equipment while supervised	
☐ Playing music the child enjoys during playtime	

* Mozart music is not necessarily "less" beneficial. However, it is not *more* beneficial than all other forms of music.

What Parents Believe

As the tables on the following pages show, parents and other adult groups are in complete agreement with the developmental research regarding most of the activities tested, but express differences in opinion regarding others.

Developmental Activities

Summary Table: Among Parents

Shown: % who sees the activity as *very effective* in helping a two-year-old develop intellectually (rate it an 8,9 or 10 on a 10-point effectiveness scale).

Note: Full question wording is provided on a previous page.

		Parents of children aged 0 - 6				
		All %	Moms %	Dads %	High school education or less %	College degree or more %
	Top Mentions					
(E)	Reading with the child	97	99	96	96	99
(E)	Talking with the child	96	95	96	93	98
(E)	Sense of safety and security	89	91	85	88	88
(E)	Healthy diet	86	89	81	86	87
	Middle Mentions					
(E)	Quality day care for children of working parents	72	73	69	73	69
(E)	Climbing on playground equipment (while supervised)	69	69	70	72	68
	Educational flashcards	68	69	68	→80←	55
(E)	Playing any type of music that the child enjoys during playtime	65	→70←	59	64	65
	Watching educational shows on TV	62	60	64	→71←	52
	Bottom Mentions					
	Playing educational games on the computer by himself	48	47	49	→61←	35
	Playing Mozart as background music during playtime	32	35	27	32	32

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Developmental Activities

Summary Table: Among Other Adult Groups

Shown: % who sees the activity as *very effective* in helping a two-year-old develop intellectually (rate it an 8,9 or 10 on a 10-point effectiveness scale).

Note: Full question wording is provided on a previous page.

		All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
	Top Mentions					
(E)	Reading with the child	95	96	95	94	92
(E)	Talking with the child	92	93	92	95	90
(E)	Sense of safety and security	86	82	85	88	84
(E)	Healthy diet	84	81	87	91	76
	Middle Mentions					
(E)	Quality day care for children of working parents	69	67	66	66	73
(E)	Climbing on playground equipment (while supervised)	65	→ 54 ←	68	66	60
	Educational flashcards	65	68	66	69	61
(E)	Playing any type of music that the child enjoys during playtime	63	63	66	78	61
	Watching educational shows on TV	64	67	65	69	70
	Bottom Mentions					
	Playing educational games on the computer by himself	45	→ 59 ←	42	40	47
	Playing Mozart as background music during playtime	36	38	40	29	39

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Developmental Activities

Summary Table: Among Other Parent Groups

Shown: % who sees the activity as *very effective* in helping a two-year-old develop intellectually (rate it an 8,9 or 10 on a 10-point effectiveness scale)

Note: Full question wording is provided on a previous page.

		Parents of children aged 0 – 3			
		All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
	Top Mentions				
(E)	Reading with the child	97	98	95	95
(E)	Talking with the child	95	95	97	91
(E)	Sense of safety and security	88	90	86	89
(E)	Healthy diet	84	88	79	80
	Middle Mentions				
(E)	Quality day care for children of working parents	71	73	68	74
(E)	Climbing on playground equipment (while supervised)	68	68	68	67
	Educational flashcards	70	70	69	→76←
(E)	Playing any type of music that the child enjoys during playtime	64	69	58	62
	Watching educational shows on TV	64	62	66	→70←
	Bottom Mentions				
	Playing educational games on the computer by himself	52	51	53	48
	Playing Mozart as background music during playtime	32	35	28	39

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Developmental Activities

Summary Table: Among Other Parent Groups

Shown: % who sees the activity as *very effective* in helping a two-year-old develop intellectually (rate it an 8,9 or 10 on a 10-point effectiveness scale)

Note: Full question wording is provided on a previous page.

		Parents of children aged 0 - 6 (Household Income)		
		<$30K %	$30K to Under $50K %	$50K+ %
	Top Mentions			
(E)	Reading with the child	97	96	99
(E)	Talking with the child	93	98	96
(E)	Sense of safety and security	91	88	89
(E)	Healthy diet	87	86	85
	Middle Mentions			
(E)	Quality day care for children of working parents	73	72	72
(E)	Climbing on playground equipment (while supervised)	75	70	65
	Educational flashcards	80	69	62
(E)	Playing any type of music that the child enjoys during playtime	71	59	66
	Watching educational shows on TV	74	58	59
	Bottom Mentions			
	Playing educational games on the computer by himself	61	49	39
	Playing Mozart as background music during playtime	38	30	28

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Area #3

The Importance of Play

Overview of Findings

For the most part, children spend the vast majority of their waking hours playing. While experts see a powerful connection between playing and a child's intellectual, emotional and social development, do parents and other adults see the same connection? What forms of play are viewed as the most beneficial to a child's development, and which are seen as the least?

What Adults Understand

For the most part, parents see the important connection between play and intellectual, emotional and social development. Vast majorities view play as crucial to the healthy development of a child. However, there are several gaps in knowledge apparent in this area.

What Adults Do Not Understand

- Parents are less likely to see the importance of play when they think about younger children (10-month-olds).
    - However, this may be due more to terminology than anything else. Parents may not think in terms of "playing" when they think about very young children (10 - 12 months of age). We'll see shortly that when a *specific* play activity is tested regarding a 12-month-old, the answers are somewhat different.

Findings By Subgroup

- Regarding very young children (10-month-olds), dads see less benefit in play than do moms.

- Parents with a high school degree or less are less likely to see the connection between healthy play and development.

- Also, future parents, grandparents and non-parents are less likely than current parents to see the connection between play and child development — especially among younger children.

- When it comes to types of play, many adults are misinformed as to what is and is not beneficial.
  - For instance, many dads do not seem to appreciate the benefits of pretend play.
  - On the other hand, future parents place greater emphasis on things such as computer activities and flash cards.

- Finally, all groups see a greater connection between *social* development and playing than they do between playing and *language* development (intellectual development falls in between).

- This section covers the following three areas:
  - Generally speaking, how important is play
  - Types of play
  - Play's impact on social, intellectual and language development

Generally Speaking, How Important Is Play?

Child development research suggests that play is extremely important to children. It is not simply a way for children to pass their time; rather, play is a vital part of how children learn about their world, and how they progress in terms of emotional, intellectual and social abilities (sources: Bornstein & Tamis-LeManda, 1995; Tamis-LeManda & Bornstein, 1993). We included a series of items on play in the survey to see if current parents and other adults agreed.

Question Wording

The first question on play was worded as follows:

Question: "I'd like your opinion on how important you think it is for children of different ages to spend time playing. For a five-year-old, how important do you think playing is for that child's healthy development? Please use a 1 to 10 scale, where a 1 means playing is *not* at all important to the child's development, and a 10 means playing is *crucial* to the child's development. Use any number in between."

Importance of Playing: By Children's Age Groups

Very important for a child's healthy development that a ____ spend time playing

Shown: "% rating 8, 9 or 10 on a 10-point scale from "not at all important" (1 rating) to "crucial" (10 rating)

	Parents of children aged 0 – 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
Five-year-old	89	89	88	84	92
Three-year-old	86	87	85	81	90
10-month-old	71	76	→64←	→65←	76

Note: For all three age groups, play is extremely important for healthy development.

	All Adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
Five-year-old	86	85	84	87	82
Three-year-old	80	78	77	83	76
10-month-old	60	58	55	58	50

Note: For all three age groups, play is extremely important for healthy development.

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Five-year-old	89	90	88	84
Three-year-old	85	86	84	80
10-month-old	72	77	→66←	64

Note: For all three age groups, play is extremely important for healthy development.

Importance of Playing: By Children's Age Groups

Very important for a child's healthy development that a ____ spend time playing

Shown: % rating 8, 9 or 10 on a 10-point scale from "not at all important" (1 rating) to "crucial" (10 rating)

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Five-year-old	84	87	93
Three-year-old	77	85	90
10-month-old	66	74	70

Types of Play

In the survey, we asked respondents how important they felt different forms of play were to a child's intellectual development. We tested forms of play that are shown by developmental research to be very effective, and we also tested some that are not so effective, according to the research.

Forms of play child development research suggests are highly beneficial	**Forms of play child development research suggests are LESS beneficial**
- Six-month-old exploring and banging on blocks - 12-month-old rolling a ball with parents - Two-year-old having a pretend tea party with mom - Four-year-old making art with art supplies - Four-year-old collecting and sorting leaves - Six-year-old playing pretend firemen with friends - Six-year-old playing cards with his dad	- Two-year-old playing a computer activity - Four-year-old making art on the computer - Four-year-old memorizing flash cards

Child development literature source: (Sources: Chall & Snow, 1982; Dunn & Kontos, 1997; Montopoli, 1999; Nowak-Fabrytkowski, 1994; Owocki, 1999; Stroud 1995; Tamis-LeMonda, & Bornstein1993)

We asked respondents to tell us how important they felt these forms of play were regarding a child's intellectual development. The question was worded as follows:

Statement: "Here are different forms of play. Please use a 1 to 10 scale to rate each of the following play activities, where a 1 means the activity is *not* at all effective in helping a child become a better learner, and a 10 means the activity is extremely effective in helping a child become a better learner. Use any number in between."

Several things are apparent from the results:

- Most parents of children aged newborn to six do see a connection between developmentally-appropriate play and intellectual development, however this is not universal. On many examples of appropriate play, 20% to 30% of all subgroups did not see a strong connection.
- Play activities that researchers find less beneficial to child development, such as flash cards and computer activities, are viewed in a positive light by majorities of parents.
- Dads are somewhat misinformed when it comes to certain forms of play. On many counts, especially pretend play, dads are much less likely than moms to see the benefits involved.
- Parents with a high school degree or less place too great an emphasis on flashcards.

Types of Play Seen As Beneficial To Learning

(Shown: % who rate the activity as an 8, 9 or 10 on a 10-point scale, where 10 means "extremely effective in helping a child become a better learner," and a 1 means not effective at all).

Note: Complete question wording is on a previous page.

		Parents of children aged 0 - 6				
		All %	Moms %	Dads %	High School Education or less %	College Degree or more %
	Top Tier					
(E)	Four-year-old making an art project with art supplies	86	88	83	82	89
(E)	12-month-old rolling a ball back and forth	85	91	→77←	85	85
	Middle Tier					
(E)	Two-year-old having a pretend tea party with her mom	79	84	→73←	75	81
(E)	Four-year-old collecting and sorting leaves in the yard	76	78	74	72	82
(E)	Six-year-old and his friends playing pretend firemen	74	79	→67←	69	78
(E)	Six-year-old playing cards with his dad	71	77	→64←	66	78
(E)	Six-month-old exploring and banging blocks	73	77	68	71	76
	Bottom Tier					
	Four-year-old memorizing flash cards	69	64	74	→81←	55
	Four-year-old making artwork using a computer program	66	67	63	68	62
	Two-year-old playing a computer activity	51	53	48	57	47

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

When looking at results among future parents, grandparents and non-parents:

- On all of the beneficial forms of play, future parents, grandparents and non-parents offer lower ratings than do current parents of young children.

- When it comes to computer play, there is a very large difference between future parents and grandparents.
    - Future parents are much more likely than grandparents to see computer play as very beneficial to learning (likely a reflection of the two generations' different views of technology in general).

Types of Play Seen As Beneficial To Learning

(Shown: % who rate the activity as an 8, 9 or 10 on a 10-point scale, where 10 means "extremely effective in helping a child become a better learner," and a 1 means not effective at all).

Note: Complete question wording is on a previous page.

		All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
	Top Tier					
(E)	Four-year-old making an art project with art supplies	81	79	76	76	78
(E)	12-month-old rolling a ball back and forth	77	72	78	77	69
	Middle Tier					
(E)	Two-year-old having a pretend tea party with her mom	74	68	79	77	68
(E)	Four-year-old collecting and sorting leaves in the yard	67	62	63	73	60
(E)	Six-year-old and his friends playing pretend firemen	66	60	66	68	63
(E)	Six-year-old playing cards with his dad	66	64	63	65	58
(E)	Six-month-old exploring and banging blocks	61	58	57	61	54
	Bottom Tier					
	Four-year-old memorizing flash cards	68	72	66	70	69
	Four-year-old making artwork using a computer program	63	76	59	63	62
	Two-year-old playing a computer activity	46	51	39	49	46

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Among parents of very small children (aged newborn to three):

- Moms see greater benefit in a few key forms of play than dads do.

Among parents (of children aged 0 - 6) of different income groups:

- Lower income parents show a greater level of misinformation, especially regarding flashcards.

Types of Play Seen As Beneficial To Learning

(Shown: % who rate the activity as an 8, 9 or 10 on a 10-point scale, where 10 means "extremely effective in helping a child become a better learner," and a 1 means not effective at all).

Note: Complete question wording is on a previous page.

		Parents of children aged 0 – 3			
		All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
	Top Tier				
(E)	Four-year-old making an art project with art supplies	84	86	81	85
(E)	12-month-old rolling a ball back and forth	84	91	→76←	89
	Middle Tier				
(E)	Two-year-old having a pretend tea party with her mom	77	82	→70←	78
(E)	Four-year-old collecting and sorting leaves in the yard	76	77	74	71
(E)	Six-year-old and his friends playing pretend firemen	72	76	67	73
(E)	Six-year-old playing cards with his dad	69	76	→61←	70
(E)	Six-month-old exploring and banging blocks	73	76	70	69
	Bottom Tier				
	Four-year-old memorizing flash cards	71	68	76	77
	Four-year-old making artwork using a computer program	68	70	66	68
	Two-year-old playing a computer activity	52	54	50	54

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Types of Play Seen As Beneficial To Learning

(Shown: % who rate the activity as an 8, 9 or 10 on a 10-point scale, where 10 means "extremely effective in helping a child become a better learner," and a 1 means not effective at all).

Note: Complete question wording is on a previous page.

		Parents of children aged 0 - 6 (Household Income)		
		<$30K %	$30K to Under $50K %	$50K+ %
	Top Tier			
(E)	Four-year-old making an art project with art supplies	83	88	85
(E)	12-month-old rolling a ball back and forth	87	83	85
	Middle Tier			
(E)	Two-year-old having a pretend tea party with her mom	74	82	79
(E)	Four-year-old collecting and sorting leaves in the yard	70	77	79
(E)	Six-year-old and his friends playing pretend firemen	69	75	77
(E)	Six-year-old playing cards with his dad	66	72	75
(E)	Six-month-old exploring and banging blocks	72	71	73
	Bottom Tier			
	Four-year-old memorizing flash cards	79	68	61
	Four-year-old making artwork using a computer program	64	66	63
	Two-year-old playing a computer activity	50	55	46

Note: An (E) signifies an activity seen as very beneficial by child development researchers.

Play's Impact on Social, Intellectual and Language Development

In the study, we also explored the various aspects of development that people believe play benefits. The questions were worded as follows:

Question: "Thinking about young children, how much impact do you think playing has on a child's *social* development, meaning her ability to interact with others? Use a 1 to 10 scale, where 1 means playing is *not* at all important and 10 means playing is *crucial* to a child's development."

Question: "How much impact does play have on a young child's *intellectual* development, such as her ability to learn? Please use the same 1 to 10 scale."

Question: "How much impact does play have a on a young child's *language skills*? Please use the same 1 to 10 scale."

Interestingly, it appears that parents and non-parents are somewhat more likely to see play's impact on social development than they are on language development (especially dads). Intellectual development falls in between. According to child development research, play is of critical importance to all three areas of development.

Play is crucial to ...

(Shown: % rating 8, 9 or 10 on a 10-point scale from not at all important (1 rating) to crucial (10 rating).

Question wording is on previous page.

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
Child's social development	93	95	91	90	97
Child's intellectual development	88	90	87	83	94
Child's language skills	80	85	→75←	77	86

Note: Play is extremely important for social, intellectual and language development.

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
Child's social development	92	93	92	93	91
Child's intellectual development	85	83	86	83	80
Child's language skills	79	75	82	81	74

Note: Play is extremely important for social, intellectual and language development.

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Child's social development	94	96	92	90
Child's intellectual development	89	91	87	82
Child's language skills	80	85	→74←	80

Play is crucial to ...

(Shown: % rating 8, 9 or 10 on a 10-point scale from not at all important (1 rating) to crucial (10 rating).

Question wording is on a previous page.

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Child's social development	90	92	94
Child's intellectual development	84	87	91
Child's language skills	79	81	81

Note: Play is extremely important for social, intellectual and language development.

Area #4

Expectations of Young Children

Overview of Findings

What is appropriate to expect of children? Should a 15-month-old be expected to share her toys without any fuss? Should a six-year-old who commits a crime be held accountable in any way? The expectations adults hold for young children directly impact how they interact with them. When these expectations are unrealistic, it can lead adults to respond in ways that can have a detrimental impact on a child's development. Hence, our survey explored this question.

In many areas, a significant portion of parents and other adults hold expectations of children that are simply too high. Whether it is sharing, the ability to sit quietly, the ability to control their actions or the ability to comprehend the consequences of their actions, many adults have inappropriate expectations of children.

Some examples:

- Half of parents of young children expect children to be able to share their toys when they are still, emotionally and intellectually, too young to do so (according to child development research).
- About 40% of parents (higher among future parents, grandparents and non-parents) believe very young children are capable of motivations that developmental research shows that they simply are not capable of (such as revenge-oriented motivations).
- Significant minorities of parents and grandparents have expectations that are too high when it comes to the ability of young children to sit quietly for extended periods of time.
- This section covers the following issues:
  - Expectations regarding sharing
  - Expectations regarding the ability to sit quietly
  - Expectations regarding motivations
  - Expectations regarding comprehending violent acts

Expectations Regarding Sharing

Is a 15-month-old capable of sharing his or her toys? This is a critical question regarding any child that age who has siblings, attends childcare or has occasional playmates (pretty much all of them). Scientific research tells us that, generally, children of this age are too young to be expected to share their toys (sources: Bredekamp & Copple, 1997; Gonzalez-Mena & Widmeyer, 1993).

However, half of parents of young children believe that 15-month-olds should be expected to share their toys. The percentage of individuals misled on this point rises to roughly 6 in 10 among parents with a high school degree or less, grandparents and non-parents. In the area of sharing, it seems — compared to what the child development research shows — too many parents and grandparents expect too much of young children.

Sharing at 15 Months

Question: "Should a 15-month-old be expected to share her toys with other children, or is this too young of an age to expect a baby to share?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) 15-month-old should NOT be expected to share	47	50	45	38	56
15-month-old should be expected to share	**51**	**49**	**53**	**→59←**	**42**
Not sure	**2**	**1**	**2**	**2**	**1**

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) 15-month-old should NOT be expected to share	43	46	41	45	37
15-month-old should be expected to share	**55**	**53**	**57**	**54**	**→59←**
Not sure	**2**	**1**	**2**	**1**	**4**

Sharing at 15 Months

Question: "Should a 15-month-old be expected to share her toys with other children, or is this too young of an age to expect a baby to share?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) 15-month-old should NOT be expected to share	46	48	44	44
15-month-old should be expected to share	**53**	**51**	**54**	**53**
Not sure	**1**	**1**	**1**	**3**

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) 15-month-old should NOT be expected to share	39	48	53
15-month-old should be expected to share	**59**	**50**	**45**
Not sure	**2**	**2**	**2**

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Expectations Regarding The Ability To Sit Quietly

We've all been in restaurants or airplanes where we have seen or heard young children being disciplined for not staying still and not being quiet. Child development research suggests children aged three or younger should *not* be expected to sit quietly for an hour, they simply lack the capacity to do so (source: Greenberg, 1990). Most parents understand this. However, a significant minority, about one in four, believes a three-year-old should be able to sit quietly for an hour.

Sitting Quietly

Question: "Should a three-year-old be expected to sit quietly for an hour or so, be it in church or in a restaurant, or is three years old too young to expect a child to sit quietly for an hour?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Three-year-old should NOT be expected to sit quietly for one hour	72	71	73	71	75
Three-year-old should be expected to sit quietly for one hour	**26**	**26**	**26**	**27**	**24**
Not sure	**2**	**2**	**1**	**2**	**0**

Results are generally similar among future parents, grandparents and non-parents.

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Three-year-old should NOT be expected to sit quietly	72	71	75	73	68
Three-year-old should be expected to sit quietly	**26**	**28**	**24**	**26**	**29**
Not sure	**2**	**1**	**2**	**1**	**3**

Results among other subgroups:

Sitting Quietly

Question: "Should a three-year-old be expected to sit quietly for an hour or so, be it in church or in a restaurant, or is three years old too young to expect a child to sit quietly for an hour?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Three-year-old should NOT be expected to sit quietly	70	71	70	68
Three-year-old should be expected to sit quietly	**28**	**27**	**30**	**31**
Not sure	2	2	1	1

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Three-year-old should NOT be expected to sit quietly	73	70	74
Three-year-old should be expected to sit quietly	25	29	25
Not sure	2	1	1

Expectations Regarding Motivations

Young children, such as one year olds, often do things that are considered by some to be "bad behavior," be it taking all the pots out of the cabinet, pulling the dog's tail, or pressing buttons on the TV and VCR. Do parents see such actions as fairly "innocent" — meaning simply the things kids do to learn and explore, or do parents attach more revenge-oriented motivations to these actions? Research points out that 12-month-olds, for example, cannot harbor malicious or spiteful intentions (sources: Chandler, et al., 1989; Lewis, et al., 1989; Sodian, et al., 1991). In the study, we tested a scenario (see next page) to see what parents and other adults really think.

There is some cause for concern here — significant numbers of parents and other adults are misinformed in this area. Almost 40% of parents of young children are likely to believe that a child's behavior is based on revenge at too young an age. The figure approaches *half* among single moms, grandparents and future parents.

Scenario: Pressing TV Buttons

Question: "Suppose a 12-month-old walks up to the TV and begins to turn the TV on and off repeatedly while her parents are trying to watch it. It is impossible to know exactly why the child is doing this, however for each of the following reasons, please say how likely you believe that explanation is ... very likely, somewhat likely or not likely at all?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
Child doing this because she is angry at parents, and trying to get back at them — **% who say this is likely**	39	38	38	42	37

Notes: A 12-month-old is *not* capable of such motivations.
Percent shown is combined "very" and "somewhat" likely.

About half of future parents, grandparents, non-parents and single moms are misinformed on this issue.

Scenario: Pressing TV Buttons

Question: "Suppose a 12-month-old walks up to the TV and begins to turn the TV on and off repeatedly while her parents are trying to watch it. It is impossible to know exactly why the child is doing this, however for each of the following reasons, please say how likely you believe that explanation is ... very likely, somewhat likely or not likely at all?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
Child doing this because she is angry at parents, and trying to get back at them — **% who say this is likely**	46	48	47	46	49

Notes: A 12-month-old is *not* capable of such motivations.
Percent shown is combined "very" and "somewhat" likely.

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Child doing this because she is angry at parents, and trying to get back at them — **% who say this is likely**	38	38	39	46

Notes: A 12-month-old is *not* capable of such motivations.
Percent shown is combined "very" and "somewhat" likely.

Scenario: Pressing TV Buttons

Question: "Suppose a 12-month-old walks up to the TV and begins to turn the TV on and off repeatedly while her parents are trying to watch it. It is impossible to know exactly why the child is doing this, however for each of the following reasons, please say how likely you believe that explanation is ... very likely, somewhat likely or not likely at all?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Child doing this because she is angry at parents, and trying to get back at them — **% who say this is likely**	42	44	32

Notes: A 12-month-old is *not* capable of such motivations.
Percent shown is combined "very" and "somewhat" likely.

Two other (correct) reasons were offered as to why a 12-month-old might turn a TV on and off repeatedly:

- "Child is doing this because she wants to get her parents' attention"
- "Child is doing this because she enjoys learning about what happens when buttons are pressed"

The vast majority of all respondents correctly identified these two reasons as likely motivations.

Scenario: Pressing TV Buttons

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
Child doing this because she wants to get her parents' attention — **% saying this is likely**	90	93	85	93	88
Child doing this because she enjoys learning about what happens when buttons are pressed — **% saying this is likely**	93	95	91	92	94

Note: Child development researchers say these are likely motivations.

Scenario: Pressing TV Buttons

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
Child doing this because she wants to get her parents' attention — **% saying this is likely**	89	94	86	86	88
Child doing this because she enjoys learning about what happens when buttons are pressed — **% saying this is likely**	88	92	86	89	83

Note: Child development researchers say these are likely motivations.

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Child doing this because she wants to get her parents' attention — **% saying this is likely**	91	94	87	89
Child doing this because she enjoys learning about what happens when buttons are pressed — **% saying this is likely**	94	96	93	94

Note: Child development researchers say these are likely motivations.

Scenario: Pressing TV Buttons

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Child doing this because she wants to get her parents' attention — **% saying this is likely**	93	95	86
Child doing this because she enjoys learning about what happens when buttons are pressed — **% saying this is likely**	95	95	91

Expectations Regarding Comprehending Violent Actions

It is an unfortunate fact that very young children sometimes commit acts of disturbing violence. Adding another layer of complexity to this issue, large numbers of adults feel very young children who commit such acts should be held fully accountable, even when researchers tell us they are too young to truly comprehend what they did (sources: Slaughter, 1999; Speece, 1992).

In the survey, we asked respondents if a six-year-old who shoots and kills a classmate could truly comprehend what he did — meaning fully understand that he took a life and that can never be undone. Most reject this idea. However, a significant minority of Americans, about one-third, believe a six-year-old is fully capable of understanding this (developmental research suggests that this age is too young).

Scenario: School Shooting

Question: "Suppose a six-year-old points a gun at a classmate and shoots him. Do you think it is possible that this six-year-old could have fully understood the results of his actions, meaning could understand that the classmate might die and never come back, or do you think that a six-year-old simply cannot understand these consequences?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate Answer) Six-year-old NOT fully capable of understanding	64	64	64	60	65
Six-year-old fully capable of understanding	**30**	**29**	**30**	**32**	**29**
Not sure	**6**	**7**	**6**	**8**	**6**

Scenario: School Shooting

Question: "Suppose a six-year-old points a gun at a classmate and shoots him. Do you think it is possible that this six-year-old could have fully understood the results of his actions, meaning could understand that the classmate might die and never come back, or do you think that a six-year-old simply cannot understand these consequences?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Six-year-old NOT fully capable of understanding	67	68	72	71	66
Six-year-old fully capable of understanding	**26**	**31**	**22**	**23**	**27**
Not sure	**7**	**1**	**6**	**6**	**7**

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Six-year-old NOT fully capable of understanding	64	64	64	61
Six-year-old fully capable of understanding	**30**	**29**	**31**	**32**
Not sure	**7**	**8**	**5**	**7**

Scenario: School Shooting

Question: "Suppose a six-year-old points a gun at a classmate and shoots him. Do you think it is possible that this six-year-old could have fully understood the results of his actions, meaning could understand that the classmate might die and never come back, or do you think that a six-year-old simply cannot understand these consequences?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Six-year-old NOT fully capable of understanding	58	66	68
Six-year-old fully capable of understanding	**34**	**28**	**26**
Not sure	**8**	**6**	**6**

Area #5

Spoiling

Overview of Findings

Just about every parent, at some point in the process of raising a child, wonders if something he or she is doing is spoiling the child. Often, parents receive a great deal of advice, usually unsolicited, from others who tell them what they believe does and does not constitute spoiling. In the media, observers comment upon how each successive generation is spoiling their children more than the one that preceded it.

Our survey moves beyond anecdotal evidence and uncovers what parents, grandparents and everyone else across the nation truly believes is and is not spoiling when it comes to raising young children.

Two major points are worth noting:

- First, there are a great many misinformed beliefs regarding spoiling among parents.
  - Just over half of parents believe a six-month-old can be spoiled (even though researchers tell us at that age, children are too young to be spoiled).
  - Significant minorities (about 4 in 10) also view many completely appropriate care-giving behaviors as spoiling (higher among dads and parents with a high school degree or less).
- Second, a generation gap exists between parents and grandparents on the issue of spoiling.
  - Grandparents take a "harder line" is this area. They are more likely than parents to label various care-giving activities as "spoiling."
  - Since, as noted earlier, grandparents are playing a very significant role in bringing up today's children (and, as we'll see in the Preparation For Parenthood section, parents very much rely on grandparents as a source of parenting advice), this contrariety of opinion is an important one to understand fully.

According to child development researchers, one's expectations of children have a significant impact on one's view of what is and is not spoiling. For example, if a parent expects that a very young child can sit quietly for one hour, it is not surprising that the parent would consider it spoiling to let the child down from the dinner table before the rest of the family is done. Hence, as the tables in this report show, subgroups with greater misconceptions regarding expectations (reviewed earlier in this report) also express more misconceptions regarding what is and is not spoiling.

- This section is divided into two parts:
  - Six-month-old too young to spoil
  - What is spoiling

Six-Month-Old Too Young To Spoil

Child development research tells us that six-month-olds are too young to spoil. In other words, "excessive" attention to an infant of that age will have no long term "spoiling" effects on the child (source: Solomon, 1993). However, a majority of parents of young children (aged 0 - 6) hold misconceptions on this issue, over half believe that six months of age is NOT too young to spoil a child. The figure is even higher among parents with a high school degree or less (59%). In short, it seems that many parents are misinformed regarding at what age any degree of spoiling can actually begin in the process of raising children.

Spoiling At Six Months Old

Question: "Some people say that a six-month-old, because he is so young, cannot be spoiled, no matter how much attention his parents give him. Others say that a six-month-old can be spoiled. Which do you agree with more?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate Answer) Six-month-old too young to spoil	42	45	40	40	47
Six-month-old NOT too young to spoil	**57**	**55**	**60**	**59**	**52**
Not sure	**1**	**1**	**0**	**1**	**1**

Almost two-thirds of grandparents believe a six-month-old can be spoiled. Interestingly, a similar number of future parents also hold this incorrect opinion, and their average age is only 28. Hence, being misinformed regarding spoiling is not simply a matter of age.

Spoiling At Six Months Old

Question: "Some people say that a six-month-old, because he is so young, cannot be spoiled, no matter how much attention his parents give him. Others say that a six-month-old can be spoiled. Which do you agree with more?"

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate Answer) Six-month-old too young to spoil	37	38	35	36	35
Six-month-old NOT too young to spoil	**62**	**62**	**64**	**62**	**62**
Not sure	**1**	**0**	**1**	**2**	**3**

No significant differences are evident among other parental groups on this issue.

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Six-month-old too young to spoil	43	47	39	41
Six-month-old NOT too young to spoil	**56**	**52**	**61**	**59**
Not sure	**1**	**1**	**1**	**0**

Spoiling At Six Months Old

Question: "Some people say that a six-month-old, because he is so young, cannot be spoiled, no matter how much attention his parents give him. Others say that a six-month-old can be spoiled. Which do you agree with more?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Six-month old too young to spoil	39	43	44
Six-month-old NOT too young to spoil	**60**	**57**	**56**
Not sure	**1**	**0**	**0**

What is Spoiling?

In the survey, we asked respondents to react to three scenarios in which caregivers do something that child development research shows is an appropriate, non-spoiling response (even if done often). We asked respondents whether they would label each activity as "appropriate" or would it "likely spoil the child if done too often." The three scenarios were selected because they applied to children of different age groups, and each scenario involved a very different activity.

The scenarios were as follows:

Statement: "Please tell me if you would rate the following behavior, on the part of a parent or caregiver, as appropriate OR as something that will likely spoil a child if done to often:"

- Picking up a three-month-old every time she cries.
- Letting a two-year-old get down from the dinner table to play before the rest of the family has finished the meal.
- Letting a six-year-old choose what to wear to school everyday.

The responses to these scenarios show a fairly significant information gap regarding spoiling. In brief:

- Picking up a three-month-old every time she cries.
    - 44% of parents of young children labeled this as spoiling. The figure is much higher (over 50%) among dads and parents with a high school degree or less. Grandparents and non-parents overwhelmingly view this response as spoiling (60% and 63% respectively).

- Letting a two-year-old get down from the dinner table to play before the rest of the family has finished the meal.
    - As with the previous example, just under half (45%) of parents of young children view this as spoiling. On this example, there is more similarity between parents and grandparents.

- Letting a six-year-old choose what to wear to school everyday.
    - There are significant generational differences on this point. While 30% of parents of young children label this as spoiling, 46% of grandparents do. Most other groups fall in between.

Say the following ***will spoil*** the child if done too often

Question wording is on a previous page.

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
Picking up a three-month-old every time she cries	44	37	→52←	→54←	31
Letting a two-year-old get down from the dinner table to play before the rest of the family has finished their meal	45	43	48	48	41
Letting a six-year-old choose what to wear to school every day	30	22	→39←	35	27

Note: Child development research suggests the above activities are appropriate (non-spoiling).

Say the following ***will spoil*** the child if done too often

Question wording is on a previous page.

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
Picking up a three-month-old every time she cries	55	56	60	50	63
Letting a two-year-old get down from the dinner table to play before the rest of the family has finished their meal	44	48	45	43	43
Letting a six-year-old choose what to wear to school every day	38	39	46	47	36

Note: Child development research suggests the above activities are appropriate (non-spoiling).

The table below shows current parents and grandparents side-by-side to help illuminate the generational differences.

Say the following ***will spoil*** the child if done too often
Question wording is on a previous page.

	Parents of children 0 – 6 %	All Grand-parents %	Grandparents who take care of their grandchildren %
Picking up a three-month-old every time she cries	44	**→60←**	50
Letting a two-year-old get down from the dinner table to play before the rest of the family has finished their meal	45	45	43
Letting a six-year-old choose what to wear to school every day	30	**→46←**	**→47←**

Note: Child development research suggests the above activities are appropriate (non-spoiling).

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Picking up a three-month-old every time she cries	43	37	→51←	54
Letting a two-year-old get down from the dinner table to play before the rest of the family has finished their meal	48	46	49	44
Letting a six-year-old choose what to wear to school every day	29	22	→38←	34

Note: Child development research suggests the above activities are appropriate (non-spoiling).

Say the following ***will spoil*** the child if done too often

Question wording is on a previous page.

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Picking up a three-month-old every time she cries	54	50	36
Letting a two-year-old get down from the dinner table to play before the rest of the family has finished their meal	46	48	43
Letting a six-year-old choose what to wear to school every day	31	35	27

Note: Child development research suggests the above activities are appropriate (non-spoiling).

Area #6

Discipline

Overview of Findings

Discipline is a huge challenge most parents face when raising their children. Our study zeroed in on one critical discipline issue — namely, *spanking*. Whether spanking is good or bad for children has been debated by parents for generations. Child development research, however, suggests that spanking as a regular form of punishment can lead to a host of outcomes that are detrimental to a child's development (sources: Kutner, 1994; Ramsburg, 1997; Strauss et. al., 1997).

What do parents think? It seems that parents, grandparents and other adults are at odds with the research on this issue. *Most parents view spanking as a completely appropriate means of discipline.* In fact, many believe spanking can begin at a very young age. For example:

- 61% of parents of young children say it is appropriate to spank a child "as a regular form of punishment," while only 29% of parents of young children say it is "never appropriate." 10% are not sure.
- Over a third of parents of young children, 36%, say it is appropriate to spank children aged two or younger "as a regular form of punishment."

- Dads are significant more likely than moms to believe that spanking helps children develop better self-control. Future parents are also more likely to hold this belief than are other groups.

- Although, as we saw in the previous section, grandparents are more likely to label actions as "spoiling" than are parents, grandparents are *not* any more predisposed to spanking than are current parents of young children.

Surprisingly, parents hold these views even though most (over 6 in 10) readily acknowledge the negative consequences of spanking as a regular form of punishment, such as increased aggression on the part of the child. It appears that an outreach effort is needed on this issue, to help parents and other adults fully understand what the research is telling us so that they can make more informed decisions when it comes to disciplining children.

- This section covers the following issues:
    - Appropriateness of spanking
    - Spanking: Does it help a child's self-control
    - Spanking: Can teach children to express themselves via anger

Appropriateness of Spanking

In the survey, we asked all respondents the following:

Question: "At what age is it appropriate to spank a child as a *regular form of punishment* or do you think it is never appropriate to spank a child?"

The results show widespread approval of spanking. While there is a slight correlation with educational attainment, spanking appears to have "across the board" acceptance.

Spanking As A Regular Form Of Punishment

Question: "At what age is it appropriate to spank a child as a *regular form of punishment* or do you think it is never appropriate to spank a child?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Never appropriate to spank a child	29	32	27	25	37
Total misinformed or not sure	**71**	**68**	**73**	**75**	**63**
Age at which it is appropriate to spank as a regular form of punishment					
Aged two or younger	37	38	36	39	34
Three or four	16	15	19	17	17
Five or older	8	6	8	10	5
Not sure	10	9	10	10	8

Spanking As A Regular Form Of Punishment

Question: "At what age is it appropriate to spank a child as a *regular form of punishment* or do you think it is never appropriate to spank a child?"

	All adults %	Future Parents %	Grand-parents %	Non-parents %
(Appropriate answer) Never appropriate to spank a child	32	25	30	29
Total misinformed or not sure	**68**	**75**	**70**	**71**
Age at which it is appropriate to spank as a regular form of punishment				
Aged two or younger	31	30	34	29
Three or four	18	20	18	18
Five or older	13	20	10	16
Not sure	6	5	8	8

Results among other subgroups:

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Never appropriate to spank a child	28	30	26	27
Total misinformed or not sure	**72**	**70**	**74**	**73**
Age at which it is appropriate to spank as a regular form of punishment				
Aged two or younger	40	40	40	42
Three or four	14	14	14	14
Five or older	9	7	10	12
Not sure	9	9	10	5

Spanking As A Regular Form Of Punishment

Question: "At what age is it appropriate to spank a child as a *regular form of punishment* or do you think it is never appropriate to spank a child?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Never appropriate to spank a child	26	27	33
Total misinformed or not sure	**74**	**73**	**67**
Age at which it is appropriate to spank as a regular form of punishment			
Aged two or younger	42	39	32
Three or four	15	13	19
Five or older	10	10	6
Not sure	7	11	10

Spanking: Does It Help A Child's Self Control?

To further explore this issue, we tested what research shows is a misconception — namely, that spanking helps children develop a better sense of self-control (sources: Kutner, 1994; Ramsburg, 1997; Strauss, 1997). Majorities of parents reject this idea. However, about one third believe it is true — especially dads and less educated parents.

True Or False: Spanking and Self-Control

Statement: "Spanking children as a regular form of punishment helps children develop a better sense of self control."

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Definitely false	39	46	32	37	47
Probably false	22	22	22	19	21
Probably true	20	18	23	21	17
Definitely true	15	11	19	19	12
Not sure	4	4	4	4	3

Among other adult groups...

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely false	38	34	41	46	36
Probably false	19	15	18	17	20
Probably true	21	27	19	15	23
Definitely true	18	20	20	16	17
Not sure	4	3	3	5	4

True Or False: Spanking and Self-Control

Statement: "Spanking children as a regular form of punishment helps children develop a better sense of self-control."

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely false	38	43	31	35
Probably false	22	22	21	24
Probably true	22	18	25	22
Definitely true	15	12	19	15
Not sure	4	4	4	4

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely false	38	36	42
Probably false	20	19	24
Probably true	18	26	18
Definitely true	18	16	12
Not sure	6	3	4

Spanking: Can Teach Children To Express Themselves Via Anger

Child development research shows that children who are spanked as a regular form of punishment are more likely to deal with their own anger by being physically aggressive (sources: Jester, Muzik, Berube, Narang, Tuttle, & Jacobsen, 1999; Ramsburg, 1997; Straus, & Donnelly, 1994). Most parents also see this connection. However, significant minorities do not.

True Or False: Spanking and Aggression

Statement: "Children who are spanked as a regular form of punishment are more likely to deal with their own anger by being physically aggressive."

	Parents of children aged 0 – 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Definitely true	34	40	27	34	34
Probably true	27	26	28	30	26
Probably false	18	16	21	15	20
Definitely false	17	14	20	17	16
Not sure	4	4	3	4	4

Among other subgroups:

True Or False: Spanking and Aggression

Statement: "Children who are spanked as a regular form of punishment are more likely to deal with their own anger by being physically aggressive."

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely true	33	27	36	35	30
Probably true	27	26	24	26	30
Probably false	18	21	15	15	17
Definitely false	19	24	20	19	19
Not sure	3	2	5	5	4

True Or False: Spanking and Aggression

Statement: "Children who are spanked as a regular form of punishment are more likely to deal with their own anger by being physically aggressive."

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely true	33	39	27	38
Probably true	28	29	28	26
Probably false	20	16	24	18
Definitely false	15	14	17	16
Not sure	3	3	3	3

True Or False: Spanking and Aggression

Statement: "Children who are spanked as a regular form of punishment are more likely to deal with their own anger by being physically aggressive."

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely true	38	31	35
Probably true	26	31	26
Probably false	16	21	19
Definitely false	16	16	15
Not sure	4	1	5

Area #7

Adult/Child Relationships

Overview of Findings

The family situation in America has evolved over the last few decades in numerous ways. Perhaps most importantly, more mothers now work full time outside of the home. 64% of the moms with children six or younger in our survey were employed. This closely matches the 1999 estimate by the US Bureau of Labor Statistics, which puts the figure at 65%. Childcare centers, once a rarity, can now be found in just about every community across the nation. Also (and in many ways directly related to moms entering the workforce), fathers and even grandparents have assumed a greater role in the day-to-day raising of their children.

Child development unfolds in the context of the close relationships children have with their primary caregivers. Thus, the nature and quality of these relationships have a profound impact on a child's development. It is critical, then, to understand what experiences adults believe impact a child in the early years. What we found, in brief:

What Adults Understand:

- Most Americans correctly agree that too much turnover in caregivers has a negative effect on children.
    - Non-parents show the highest level of misinformation on this point.
- Also, most parents and other adults appreciate the powerful impact that dads who are active in their child's life can have on their children.
    - Single moms are an exception to this point.

What Adults Do Not Understand:

- Strong majorities of parents and other adult groups believe, incorrectly, that working parents cannot have as strong a bond with their children as do stay-at-home parents.

- Finally, significant minorities of parents hold misconceptions when it comes to the effects of frequently *not* responding to a crying three-month-old.
    - Many believe not responding will help the baby "learn good coping skills."
        - Future parents are especially likely to believe this misconception.

- This section covers the following topics:
  - Bonds with stay-at-home parents versus working parents
  - Frequent changes of childcare providers
  - Role of dad
  - Responding to a crying three-month-old

Note: The section called *What Adults Think About Selected Policies That Impact Children and Families* of this report discusses related policy issues, including parental leave, turnover in childcare staff, public financial support for quality childcare, etc.

Bonds With Stay-at-home Parents Versus Working Parents

Today, most moms and dads work outside of the home, including those with young children. How does this impact a parent's relationship with his or her child? Do stay-at-home parents develop stronger bonds with their children than those who work outside of the home? Scientific research says no — children do not necessarily develop stronger bonds with stay-at-home parents than they do with parents who work full-time (source: Galinksy, 1999). However, most parents hold a different view. Over six in ten parents believe stay-at-home parents do develop a stronger bond with their children. Interestingly, dads — who have traditionally been the out-of-home workers — are much more likely than moms to hold this incorrect view.

True Or False: Bonds With Working Parents

Statement: "Children usually have stronger bonds with parents who do not work and stay home than they do with parents who work full time outside of the home."

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Definitely false	19	24	13	19	18
Probably false	15	18	12	13	19
Probably true	19	20	19	18	20
Definitely true	42	33	→53←	47	39
Not sure	4	5	2	4	3

Other groups offered responses that were generally similar to those of parents.

True Or False: Bonds With Working Parents

Statement: "Children usually have stronger bonds with parents who do not work and stay home than they do with parents who work full time outside of the home."

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely false	16	16	16	17	16
Probably false	14	12	14	16	16
Probably true	22	25	20	26	20
Definitely true	45	45	47	35	46
Not sure	3	2	3	5	3

	Parents of children aged 0 - 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 - 6 %
(Appropriate answer) Definitely false	17	22	11	20
Probably false	15	17	12	20
Probably true	19	21	18	25
Definitely true	45	35	→56←	33
Not sure	4	4	3	2

True Or False: Bonds With Working Parents

Statement: "Children usually have stronger bonds with parents who do not work and stay home than they do with parents who work full time outside of the home."

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely false	17	17	21
Probably false	11	15	19
Probably true	20	24	18
Definitely true	49	39	40
Not sure	3	5	2

Frequent Changes Of Childcare Providers

Along with increased numbers of working mothers comes increased reliance on childcare. At the same time, even though more and more families rely on childcare, childcare providers remain among the lowest paid of any profession. As a result, there is a high level of turnover among childcare providers. In fact, 31% of all teaching staff leave their childcare centers each year (according to "Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997" published by the Center for the Child Care Workforce).

Do parents view turnover in childcare as a positive thing (constant change helps make kids more adaptable), or do they see it as a negative (children need time to develop bonds of security with caregivers), or do they feel turnover has no real impact on children either way? The good news is that most parents view turnover as a negative (a view child development researchers also support; sources: Bernhardt, 2000; Mardell, 1992; Raikes, 1996). However, a significant minority of parents (almost 1 in 4) are misinformed or, at the least, confused on this issue. These parents either view frequent changes in childcare providers as good, or as having no impact, or they are not sure. Non-parents manifest the highest level of misinformation on this point.

Frequent Changes In Childcare

Question: "Some people say that frequent changes in childcare providers can positively impact an infant's development because it makes them more adaptable. Others say that infants need a lot of time to develop bonds of security with individuals, so frequent changes in care providers has a negative impact. Which do you agree with more, or do you think there really is no impact one way or the other?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Frequent changes are negative	76	81	71	68	84
Total misinformed or not sure	**24**	**19**	**29**	**→32←**	**16**
Frequent changes are positive	11	9	14	15	6
Frequent changes have no impact	9	7	11	12	6
Not sure	4	4	4	4	4

Future parents and non-parents show an even greater knowledge gap than do current parents of young children. About one in three are misinformed on this issue.

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Frequent changes are negative	70	66	70	70	63
Total misinformed or not sure	**30**	**34**	**30**	**30**	**37**
Frequent changes are positive	14	17	14	12	16
Frequent changes have no impact	12	15	10	11	16
Not sure	4	3	6	7	5

Results among the subgroups:

Frequent Changes In Childcare

Question: "Some people say that frequent changes in childcare providers can positively impact an infant's development because it makes them more adaptable. Others say that infants need a lot of time to develop bonds of security with individuals, so frequent changes in care providers has a negative impact. Which do you agree with more, or do you think there really is no impact one way or the other?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Frequent changes are negative	76	80	71	72
Total misinformed or not sure	**24**	**20**	**29**	**28**
Frequent changes are positive	11	9	14	11
Frequent changes have no impact	9	7	11	13
Not sure	4	5	4	4

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Frequent changes are negative	72	78	76
Total misinformed or not sure	**28**	**22**	**24**
Frequent changes are positive	15	10	10
Frequent changes have no impact	9	10	9
Not sure	4	2	5

Role Of Dad

Recently, there has been a great deal of attention paid to the role of dads in the lives of their children. Just this year, a new magazine and numerous Web sites have been launched that speak exclusively to fathers. All of this attention raises the question: do people really understand the impact an active father has on a child?

Research on child development has found the following:

- Children with fathers who are active in their lives tend to develop more *self-confidence* than children who lack an active father in their lives.

- Children with fathers who are active in their lives tend *to be better problem-solvers* than children who lack an active father in their lives.

(Sources: Easterbrooks & Goldberg, 1984; Lamb, 1995; Lamb et.al., 1985; Radin & Goldsmith, 1985; Radin, 1972)

Respondents in all groups acknowledge the importance of having an active father in a child's life. Interestingly, respondents were more likely to agree with the first statement (impact on self-confidence) than the second (impact on problem solving).

However, more fathers than mothers are right on this issue. Most fathers acknowledge the important role they have on a child's development.

True Or False: Effect of Dads (#1)

Statement: "Children with fathers who are active in their lives tend *to be better problem-solvers* than children who lack an active father in their lives."

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Definitely true	51	43	→60←	49	51
Probably true	29	29	30	28	32
Probably false	9	12	5	10	9
Definitely false	6	10	2	9	2
Not sure	5	6	3	4	5

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely true	49	43	56	55	49
Probably true	31	35	28	29	28
Probably false	10	11	8	6	12
Definitely false	5	5	4	5	7
Not sure	5	5	5	4	4

On this point, responses are generally similar among the other adult groups. One key exception here: single moms. Single moms are more likely to reject the influence of an active dad than is any other subgroup tested. This may be more a statement of opinion than knowledge level. Many single moms may have a desire to express the feeling that their children are not disadvantaged due to a lack of an active father.

True Or False: Effect of Dads (#1)

Statement: "Children with fathers who are active in their lives tend *to be better problem-solvers* than children who lack an active father in their lives."

	Parents of children aged 0 - 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely true	49	42	57	35
Probably true	30	29	30	29
Probably false	10	13	6	→12←
Definitely false	6	9	3	→20←
Not sure	5	6	3	3

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely true	47	51	51
Probably true	25	30	31
Probably false	11	9	9
Definitely false	13	3	5
Not sure	4	7	4

On the other connection, active fathering and a child's self-confidence, more parents do acknowledge the correlation.

True Or False: Effect of Dads (#2)

Statement: "Children with fathers who are active in their lives tend *to develop more self-confidence* than children who lack an active father in their lives."

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
(Appropriate answer) Definitely true	71	66	76	68	72
Probably true	18	19	18	18	22
Probably false	4	5	2	4	3
Definitely false	5	7	2	7	2
Not sure	2	2	2	3	1

	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
(Appropriate answer) Definitely true	68	62	71	64	68
Probably true	22	28	18	20	21
Probably false	5	4	6	7	5
Definitely false	4	4	3	4	4
Not sure	1	3	2	4	2

Also on this point, responses are generally similar among the other adult groups. Again, single moms stand out as the exception.

True Or False: Effect of Dads (#2)

Statement: "Children with fathers who are active in their lives tend *to develop more self-confidence* than children who lack an active father in their lives."

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
(Appropriate answer) Definitely true	71	66	77	56
Probably true	18	20	16	21
Probably false	4	5	3	4
Definitely false	4	7	1	→15←
Not sure	2	2	2	4

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
(Appropriate answer) Definitely true	68	69	73
Probably true	15	20	20
Probably false	4	5	3
Definitely false	10	3	3
Not sure	3	3	1

Responding To A Crying Three-Month-Old

Three-month-olds largely communicate by crying — and some three-month-olds communicate in this manner quite a bit. Regularly responding to a crying infant helps the infant develop trust in others, as well as assists in his/her self-esteem and brain development. What is the impact on the infant if his or her crying is frequently *not* responded to? We presented three possible consequences in the survey, two that are likely consequences and one that is not at all likely, according to child development research (sources: Bell & Ainsworth, 1972; Hope, 1986; Sears, 1995; Solter, 1992).

Consequences of frequently *not* responding
to the cries of a three-month-old

Incorrect Consequence

- The baby will learn *good* coping skills

Correct Consequences

- The baby's self-esteem will be negatively affected
- The baby's brain development will be negatively affected

Significant minorities of parents (reaching *majorities* among some subgroups) believe the incorrect consequences are, indeed, likely ones. These misconceptions are strongest among:

- Parents with a high school degree or less
- Lower income parents
- Future parents

Not Responding To A Crying Three-Month-Old

Question: "Suppose the cries of a three-month-old are frequently *not* responded to by her parents and caregivers. In this case, how likely is it that the following is happening: very likely, somewhat likely, or not likely at all?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
"The baby will learn good coping skills"					
Very likely	9	8	10	14	4
Somewhat likely	27	25	29	32	21
(Likely - combined)	36	33	39	→46←	25

Note: The appropriate response is "Not likely at all."

	Parents of children aged 0 - 6				
	All adults %	Future parents %	Grand-parents (All) %	Grandparents who take care of their grandchildren %	Non-parents %
"The baby will learn good coping skills"					
Very likely	13	11	15	18	13
Somewhat likely	29	42	24	20	29
(Likely - combined)	42	→53←	39	38	42

Note: The appropriate response is "Not likely at all."

Not Responding To A Crying Three-Month-Old

Question: "Suppose the cries of a three-month-old are frequently *not* responded to by her parents and caregivers. In this case, how likely is it that the following is happening: very likely, somewhat likely, or not likely at all?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
"The baby will learn good coping skills"				
Very likely	10	8	11	14
Somewhat likely	29	27	30	32
(Likely - combined)	39	35	41	→46←

Note: The appropriate response is "Not likely at all."

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
"The baby will learn good coping skills"			
Very likely	16	7	6
Somewhat likely	31	33	21
(Likely - combined)	47	40	28

Area #8

Preparation For Parenthood

- Under the broad heading of "Preparation for Parenthood," the survey covered the following topics:
  - How prepared do we think we are
    - Parents of young children, rating their own preparedness
    - Future parents, rating their own preparedness
    - Non-parents, rating the preparedness of today's parents
  - Sources of parenting advice
  - Internet as a child development resource
  - Pediatricians as a source of information

How Prepared Do We Think We Are?

As stated at the very start of this report, raising children is one of the most challenging, and rewarding experiences a person encounters. How prepared does everyone feel for this task?

Parents of Young Children — Rating Their Own Preparedness

In the survey, parents with children aged newborn to six were asked how prepared for parenthood they felt they were when they had their first child. On this question, parents generally fell into three equal-sized groups:

- Very confident regarding their preparation (only one-third)
- Moderately confident (one-third)
- Not confident at all (one-third)

Moms and dads are almost identical on this question. College educated and upper income parents show a somewhat greater level of confidence in their preparation than do their high school educated and lower income counterparts.

Preparation For Parenthood

Question: "When you had your first child, how prepared for parenthood did you feel?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
Very Confident "Totally/quite well prepared"	35	36	33	30	→41←
Middle-of-the-road "Pretty well prepared"	32	31	34	32	32
No Confidence "Only slightly prepared/not prepared at all"	33	33	33	→39←	26

Results among other subgroups:

Preparation For Parenthood

Question: "When you had your first child, how prepared for parenthood did you feel?"

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Very Confident "Totally/quite well prepared"	34	37	30	31
Middle-of-the-road "Pretty well prepared"	33	32	35	23
No Confidence "Only slightly prepared/not prepared at all"	32	31	33	→44←

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Very Confident "Totally/quite well prepared"	29	32	38
Middle-of-the-road "Pretty well prepared"	30	35	32
No Confidence "Only slightly prepared/not prepared at all"	41	33	30

Future Parents — Rating Their Own Preparedness

Future parents were asked how prepared they felt for parenthood right now. Interestingly, they rated themselves somewhat *better* than the current parents rated themselves (even though, as this report shows, the answers given by future parents throughout the survey were more often misinformed). Only 26% of future parents described themselves as "only slightly" or "not prepared at all."

Preparation For Parenthood

Question: "How prepared for parenthood do you feel right now?"

	Future Parents %	For Comparison, Current Parents Rating Themselves %
Very Confident "Totally/quite well prepared"	42	35
Middle-of-the-road "Pretty well prepared"	30	32
No Confidence "Only slightly prepared/not prepared at all"	26	33

Non-Parents — Rating The Preparedness Of Today's Parents

In the survey, non-parents were asked how prepared they felt today's parents were. The results make clear that non-parents have *very little* faith in today's parents. Almost 7 in 10 say today's parents are "only slightly prepared" or "not prepared at all."

Preparation For Parenthood

Question asked of non-parents: "In general, how prepared do you think most parents in this country are when they have their first child?"

Question asked of current parents: "When you had your first child, how prepared for parenthood did you feel?"

	Non-parents (RATING CURRENT PARENTS) %	Current parents of children 0-6 (RATING THEMSELVES) %
Very Confident "Totally/quite well prepared"	6	35
Middle-of-the-road "Pretty well prepared"	24	32
No Confidence "Only slightly prepared/not prepared at all"	→68←	33

100

Sources Of Parenting Advice

What sources of information do parents rely upon for advice about parenting? In the survey, we tested a long list of possibilities, and — for just about all parental groups — three sources top the list (by far):

- Spouse
- Your mom
- Your child's doctor

Other interesting insights:

- Women are much more likely to rely on their own mom for advice than they are their husband's mom.
- Dads are equally likely to go to either their own mom or their spouse's mom for advice.
- Parents are not very likely to rely on their own father or their spouse's father.
- Parenting magazines, news reports, childcare providers and religious leaders are generally *not* frequently relied upon for parenting advice.

Sources Of Parenting Advice

Statement: "For each of the following people and sources I read, please say if you rely on them frequently, occasionally or never for information and advice about children and parenting."

(% who say "frequently" rely on this source)

	Parents of children 0 - 6				
	All %	Moms %	Dads %	High School Education or less %	College Degree or more %
Top Sources					
Your spouse	77	69	87	73	84
Your mother	55	67	→41←	56	48
Child's doctor/pediatrician	54	58	49	56	52
Middle Sources					
Books	33	37	29	33	36
Your spouse's mother	28	24	35	29	26
Nurses that you can telephone for advice	25	27	24	29	20
Your father	24	24	23	24	19
Friends and neighbors	24	25	21	24	24
Childcare providers	22	22	21	24	20
Bottom Sources					
Parenting magazines	18	20	17	19	20
News reports	16	18	12	19	12
Religious leaders	14	11	16	15	12
Your spouse's father	12	11	12	12	8

Scale was: frequently, occasionally, never.

Sources Of Parenting Advice

Statement: "For each of the following people and sources I read, please say if you rely on them frequently, occasionally or never for information and advice about children and parenting."

(% who say "frequently" rely on this source)

	Parents of children aged 0 – 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 – 6 %
Top Sources				
Your spouse	78	70	88	NA
Your mother	53	66	→37←	59
Child's doctor/pediatrician	54	59	49	54
Middle Sources				
Books	34	38	30	27
Your spouse's mother	29	24	36	NA
Nurses that you can telephone for advice	25	27	23	28
Your father	23	24	21	26
Friends and neighbors	23	25	20	16
Childcare providers	20	21	19	27
Bottom Sources				
Parenting magazines	22	25	18	15
News reports	15	19	10	27
Religious leaders	14	12	16	12
Your spouse's father	12	12	13	NA

Scale was: frequently, occasionally, never.

Sources Of Parenting Advice

Statement: "For each of the following people and sources I read, please say if you rely on them frequently, occasionally or never for information and advice about children and parenting."

(% who say "frequently" rely on this source)

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Top Sources			
Your spouse	64	76	85
Your mother	61	56	53
Child's doctor/pediatrician	60	49	54
Middle Sources			
Books	34	29	35
Your spouse's mother	25	32	29
Nurses that you can telephone for advice	30	24	23
Your father	31	24	20
Friends and neighbors	21	28	21
Childcare providers	27	22	19
Bottom Sources			
Parenting magazines	22	20	17
News reports	27	14	12
Religious leaders	17	15	12
Your spouse's father	15	12	9

Internet As A Child Development Resource

About four in ten (38%) parents of young children log on to the Internet on a monthly basis to find child development information. Most of the parents who do use the Internet as a source for child development information log on only briefly for this purpose — one to four hours a month. College educated and middle and upper income parents are the most likely to use the Internet as a resource in this regard.

Internet As A Child Development Resource

Question: "How many hours a month, if any, do you spend on the Internet looking for information about child development issues?"

	Parents of children 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
Zero	57	56	59	→68←	49
Use Internet at all for this purpose (in sum)	**38**	**40**	**36**	**27**	**49**
Up to four hours	24	25	23	14	35
Five to nine hours	6	5	7	4	8
10 or more hours	8	10	6	9	6
Not sure	5	4	5	5	2

Internet As A Child Development Resource

Question: "How many hours a month, if any, do you spend on the Internet looking for information about child development issues?"

	Parents of children aged 0 - 3			
	All %	Moms %	Dads %	Single moms W/ children aged 0 - 6 %
Zero	54	53	57	65
Use Internet at all for this purpose (in sum)	**41**	**43**	**40**	**32**
Up to four hours	26	27	25	18
Five to nine hours	7	5	8	7
10 or more hours	8	11	7	7
Not sure	4	4	3	3

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Zero	70	54	53
Use Internet at all for this purpose (in sum)	**➔23🡐**	**43**	**45**
Up to four hours	13	26	30
Five to nine hours	3	7	8
10 or more hours	7	10	7
Not sure	7	3	2

Almost all of those who use the Internet as a child development resource find it to be helpful, although only a third go so far as to say the Internet is "very" helpful.

Rating The Internet As A Child Development Resource

Question: "How helpful would you say the information is that you have found on the Internet?"

	Parents with children aged 0 - 6 who use the Internet on a monthly basis as a child development resource
Helpful (net)	95
Very helpful	32
Somewhat helpful	63
Not helpful at all	5

Pediatricians As A Source of Information

As noted earlier, most parents say pediatricians are a vital source of information. However, two further points need to be acknowledged:

- Parents express very high levels of satisfaction with the "attention and quality of information" they receive from their pediatricians.

- However, parents also say that they wish more time was spent during check-up discussing child development.
    - Especially parents with a high school degree or less and lower income parents.
    - As we saw, pediatricians are a key source of information on child development for most parents. Hence, it is not surprising parents want more time with them.

Satisfaction with Pediatricians

Question: "Thinking about your first child's pediatrician, how satisfied were you with the attention and quality of information you received about your child's behavior and development?"

	Parents of children aged 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
Very satisfied	62	64	60	59	65
Somewhat satisfied	26	22	30	28	25
Somewhat dissatisfied	5	5	5	4	6
Very dissatisfied	5	7	4	6	3
Not sure	2	2	2	2	1

Note: First child's pediatrician was used in the statement since parents typically need the most help with the first child.

Satisfaction with Pediatricians

Question: "Thinking about your first child's pediatrician, how satisfied were you with the attention and quality of information you received about your child's behavior and development?"

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Very satisfied	56	62	65
Somewhat satisfied	29	29	22
Somewhat dissatisfied	6	3	6
Very dissatisfied	7	5	6
Not sure	2	1	1

More Discussion of Development

Statement: "I would like there to be more time spent during check-ups on how my child is developing and behaving."

	Parents of children 0 - 6				
	All %	Moms %	Dads %	High school education or less %	College degree or more %
Agree (net)	(76)	(73)	(79)	(82)	(70)
Strongly agree	46	46	46	51	42
Somewhat agree	30	27	33	31	28
Disagree (net)	(22)	(25)	(19)	(16)	(28)
Somewhat disagree	12	13	10	8	15
Strongly disagree	10	12	8	8	14
Not sure	2	2	2	2	2

	Parents of children aged 0 - 6 (Household Income)		
	<$30K %	$30K to Under $50K %	$50K+ %
Agree (net)	(82)	(80)	(74)
Strongly agree	52	48	43
Somewhat agree	30	32	31
Disagree (net)	(17)	(19)	(25)
Somewhat disagree	9	11	14
Strongly disagree	8	8	11
Not sure	1	1	1

Area #9

What Adults Think About Selected Policies That Impact Children and Families

Overview

Many decisions made by people and institutions in society other than parents have a profound impact on children. This is particularly true of government and business. Be it parental leave that employers provide for working parents, or government financial assistance for quality childcare, children are very much affected by many policies and decisions made by people other than their parents. For that reason, questions were included in the survey to capture the general direction of the public's *goals* and *ideals* regarding family leave and childcare policies.

The following policy areas were covered in the study:

- Rating Employers On Helping Working Parents
- Rating Government On Helping Working Parents
- Support For Parental Leave
    - In General
    - Expanding Disability or Unemployment Insurance To Pay For It
- Parental Leave
    - Ideal Length For Mom
    - Ideal Length For Dad
- Government Assistance For Families to Afford Quality Childcare
    - All Families
    - Lower Income Families
- Hourly Wage Of Childcare Workers
- Childcare Priorities
- Childcare Arrangements

Methodology Note:
All of the following policy-related questions were asked in the beginning of the survey, before the knowledge-related questions were asked. In this way, people's true opinions were gauged, without being biased in any way by the knowledge questions.

Rating Employers on Helping Working Parents

Most parents of young children work. In our survey, 93% of fathers with children under six worked, as did 64% of mothers (includes full and part-time). Hence, most children in the United States are very much affected by workplace policies.

According to the public, employers do not appear to be doing a good job when it comes to "making changes in the workplace to meet the needs of workers with very young children." We asked respondents to grade employers, in general, in this regard using the following scale:

- Excellent
- Good
- Just Fair
- Poor

Most parents of young children, 61%, gave ratings on the bottom half of the scale - 34% gave a rating of "just fair," while 27% gave a rating of "poor." Only 7% say companies are doing an "excellent" job, and only another 27% give them a "good" rating. Most non-parents (55%) also gave low ratings to employers on this issue.

There are no large differences across income groups, educational groups or between working and non-working parents. Moms are more negative than dads in this regard — particularly when comparing moms and dads of very young children (aged three or less).

Rating Employers On Helping Workers Meet The Needs of Their Children

Question: "In general, how good a job are most employers doing in making changes in the workplace to help workers meet the needs of their very young children?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Excellent/good (combined)	**(34)**	**(29)**	**(38)**	**(36)**	**(32)**	**(36)**	**(31)**	**(35)**
Excellent	7	6	7	7	4	9	5	6
Good	27	23	31	29	28	27	26	29
Just fair/poor (combined)	**(61)**	**(66)**	**(57)**	**(61)**	**(63)**	**(60)**	**(62)**	**(60)**
Just fair	34	37	32	32	37	35	34	37
Poor	27	29	25	29	26	25	28	23
Not sure	5	5	5	4	5	5	6	4

Comparing parents of young children who work with those who are not employed, we see (not surprisingly) that parents who are not employed are more likely to say "not sure" when asked to rate employers on helping workers meet the needs of their children. In addition, non-employed parents of young children who offer a rating of employers tend to be somewhat more negative. This *may* reflect a segment of working parents who quit their jobs because their work situation did not allow them to meet the needs of their families.

Rating Employers On Helping Workers Meet The Needs of Their Children

Question: "In general, how good a job are most employers doing in making changes in the workplace to help workers meet the needs of their very young children?"

	Parents of children aged 0 - 6	
	Employed %	Not Employed %
Excellent/good (combined)	**38**	**20**
Excellent	8	3
Good	30	17
Just fair/poor (combined)	**59**	**69**
Just fair	35	33
Poor	24	36
Not sure	3	11

Rating Employers On Helping Workers Meet The Needs of Their Children

Question: "In general, how good a job are most employers doing in making changes in the workplace to help workers meet the needs of their very young children?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Excellent/good (combined)	**(34)**	**(27)**	**(40)**	**(33)**	**(31)**	**(38)**	**(34)**	**(31)**
Excellent	7	5	8	7	4	9	5	6
Good	27	22	32	26	27	29	29	25
Just fair/poor (combined)	**(61)**	**(67)**	**(55)**	**(62)**	**(62)**	**(57)**	**(61)**	**(64)**
Just fair	35	40	30	33	36	35	33	41
Poor	26	27	25	29	26	22	28	23
Not sure	5	5	5	4	7	5	5	4

Of all the subgroups examined, future parents are the most positive about employers and their efforts to help workers meet the needs of young children. Grandparents and non-parents are more likely to say "not sure" than any other groups.

Rating Employers On Helping Workers Meet The Needs of Their Children

Question: "In general, how good a job are most employers doing in making changes in the workplace to help workers meet the needs of their very young children?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non-parents %
Excellent/ good (combined)	**(30)**	**(42)**	**(27)**	**(23)**	**(31)**
Excellent	5	6	6	5	7
Good	25	36	21	18	24
Just fair/poor (combined)	**(59)**	**(55)**	**(57)**	**(65)**	**(55)**
Just fair	37	38	36	42	35
Poor	22	17	21	23	20
Not sure	10	3	16	13	14

Rating Government on Helping Working Parents

When it comes to helping workers meet the needs of their very young children, the government receives ratings on par with employers. Essentially, most adults (64% of parents of young children and 63% of non-parents) offer ratings at the low end of the scale ("just fair" or "poor").

Comparison: Rating Government and Employers

Question Regarding Government: "In general, how good a job is the government doing in making changes in the workplace to help workers meet the needs of their very young children?"

Question Regarding Employers: "In general, how good a job are most employers doing in making changes in the workplace to help workers meet the needs of their very young children?"

Among Parents with Children aged 0-6

	Parents of children aged 0 - 6	
	Rating Government %	Rating Employers %
Excellent/good (combined)	**(29)**	**(34)**
Excellent	3	7
Good	26	27
Just fair/poor (combined)	**(64)**	**(61)**
Just fair	37	34
Poor	27	27
Not sure	7	5

There are no significant differences across the subgroups on this point.

Rating Government On Helping Workers Meet The Needs Of Their Children

Question: "In general, how good a job is the government doing in making changes in the workplace to help workers meet the needs of their very young children?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Excellent/good (combined)	**(29)**	**(28)**	**(31)**	**(32)**	**(29)**	**(32)**	**(31)**	**(29)**
Excellent	3	3	4	2	5	4	2	4
Good	26	25	27	30	24	28	29	25
Just fair/poor (combined)	**(64)**	**(67)**	**(60)**	**(61)**	**(64)**	**(60)**	**(65)**	**(65)**
Just fair	37	36	39	35	40	34	39	39
Poor	27	31	21	26	24	26	26	26
Not sure	7	5	9	6	7	7	3	7

Employed and non-employed parents of young children give very similar responses when it comes to rating government on this issue.

	Parents of children aged 0 - 6	
	Employed %	Not Employed %
Excellent/good (combined)	**28**	**31**
Excellent	4	3
Good	24	28
Just fair/poor (combined)	**65**	**63**
Just fair	38	38
Poor	27	25
Not sure	6	6

Rating Government On Helping Workers Meet The Needs Of Their Children

Question: "In general, how good a job is the government doing in making changes in the workplace to help workers meet the needs of their very young children?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Excellent/good (combined)	**(32)**	**(31)**	**(34)**	**(35)**	**(32)**	**(36)**	**(35)**	**(30)**
Excellent	3	3	3	2	4	4	2	3
Good	29	28	31	33	28	32	33	27
Just fair/poor (combined)	**(61)**	**(64)**	**(57)**	**(59)**	**(59)**	**(55)**	**(63)**	**(63)**
Just fair	38	36	41	35	39	36	40	39
Poor	23	28	16	24	20	19	23	24
Not sure	8	6	9	7	9	9	3	7

Rating Government On Helping Workers Meet The Needs Of Their Children

Question: "In general, how good a job is the government doing in making changes in the workplace to help workers meet the needs of their very young children?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non-parents %
Excellent/good (combined)	**(26)**	**(28)**	**(24)**	**(20)**	**(23)**
Excellent	3	2	3	4	4
Good	23	26	21	16	19
Just fair/poor (combined)	**(63)**	**(64)**	**(62)**	**(64)**	**(63)**
Just fair	36	41	32	27	33
Poor	27	23	30	37	30
Not sure	11	7	15	16	14

Support For Parental Leave: In General

Americans of all stripes appear to support paid parental leave. This includes current parents, grandparents, future parents and even non-parents. The only differences occur in intensity — meaning whether they would characterize their support as "strong" or not.

A majority (65%) of parents with children under six years old *strongly* support a paid parental leave that allows working parents of very young babies to stay home from work to care for their children. An additional 23% say that they "somewhat" support it. In sum, 88% favor parental leave.

There are differences in intensity on paid leave between moms and dads of young children. While almost three-quarters (74%) of moms *strongly* support paid leave, only about half (55%) of dads *strongly* support it.

Parents with a lower educational attainment (high school or less) as well as those with lower incomes are more likely to show greater support for paid leave.

Support For Paid Parental Leave

Question: "Would you strongly support, somewhat support, somewhat oppose, or strongly oppose a paid parental leave that allows working parents of very young babies to stay home from work to care for their children?"

	Parents of Children Aged Newborn to 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Support (net)	**(88)**	**(93)**	**(83)**	**(92)**	**(84)**	**(92)**	**(91)**	**(86)**
Strongly support	65	→74←	55	→71←	59	→72←	66	61
Somewhat support	23	19	28	21	25	20	25	25
Oppose (net)	**(10)**	**(5)**	**(15)**	**(6)**	**(14)**	**(6)**	**(8)**	**(12)**
Somewhat oppose	6	3	9	4	9	3	5	7
Strongly oppose	4	2	6	2	5	3	3	5
Not sure	2	1	3	2	2	1	1	2

There are no significant differences between employed and non-employed parents of young children on this point.

Support For Paid Parental Leave

Question: "Would you strongly support, somewhat support, somewhat oppose, or strongly oppose a paid parental leave that allows working parents of very young babies to stay home from work to care for their children?"

	Parents of children aged 0 - 6	
	Employed %	Not Employed %
Support (net)	**88**	**90**
Strongly support	64	70
Somewhat support	24	20
Oppose (net)	**10**	**8**
Somewhat oppose	6	5
Strongly oppose	4	3
Not sure	2	2

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Support (net)	**(88)**	**(94)**	**(83)**	**(92)**	**(84)**	**(92)**	**(91)**	**(88)**
Strongly support	65	→74←	56	→72←	59	→73←	66	62
Somewhat support	23	20	27	20	25	19	25	26
Oppose (net)	**(9)**	**(5)**	**(14)**	**(6)**	**(14)**	**(7)**	**(8)**	**(10)**
Somewhat oppose	5	3	7	4	8	3	4	6
Strongly oppose	4	2	7	2	6	4	4	4
Not sure	2	1	3	3	2	1	2	2

Large majorities in all adult groups examined (roughly 75% or more) express support for paid parental leave. However, there are differences in intensity. Future parents are the most favorable, with seven in ten (70%) *strongly* supporting paid leave. However, grandparents and non-parents are less supportive. Only about half of grandparents and non-parents *strongly* support paid leave.

Support For Paid Parental Leave

Question: "Would you strongly support, somewhat support, somewhat oppose, or strongly oppose a paid parental leave that allows working parents of very young babies to stay home from work to care for their children?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non-parents %
Support (net)	**(80)**	**(86)**	**(74)**	**(78)**	**(75)**
Strongly support	56	→70←	51	53	48
Somewhat support	24	16	23	25	27
Oppose (net)	**(16)**	**(13)**	**(22)**	**(16)**	**(18)**
Somewhat oppose	9	7	13	7	11
Strongly oppose	17	6	9	9	7
Not sure	4	1	4	6	7

Support For Parental Leave: Expanding Disability and Unemployment Insurance to Pay For It

One way to fund parental leave that has been discussed in policy circles recently is by expanding state disability or unemployment insurance programs. According to our survey, the vast majority of adults support this idea (89% of parents of young children, and 83% of non-parents).

Almost nine in ten parents of young children are in favor of expanding disability or unemployment insurance programs to help families afford to take time off from work for family reasons. Most of these parents voice *strong* support.

Similar to paid leave, moms of young children show more intense support than do dads of young children regarding expanding disability or unemployment insurance for family leave. Almost three-quarters of all mothers *strongly* support expanding insurance while only about half of all fathers *strongly* support it.

Also, parents of young children with lower educational attainment are more likely to strongly support expanding disability or unemployment insurance for this reason.

Expanding Disability or Unemployment Insurance To Help With Family Leave

Question: "Some states are considering proposals to expand their disability or unemployment insurance programs to help families afford to take time off from work to care for a newborn, a newly adopted child, or a seriously ill family member. Would you strongly favor, somewhat favor, somewhat oppose or strongly oppose such a proposal?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Support (net)	**(89)**	**(93)**	**(85)**	**(93)**	**(87)**	**(93)**	**(92)**	**(87)**
Strongly support	64	→74←	52	→70←	58	70	66	61
Somewhat support	25	19	33	23	29	23	26	26
Oppose (net)	**(9)**	**(6)**	**(14)**	**(6)**	**(12)**	**(6)**	**(7)**	**(12)**
Somewhat oppose	5	3	8	3	7	3	3	7
Strongly oppose	4	3	6	3	5	3	4	5
Not sure	1	1	1	1	2	1	1	1

On this issue, there are no differences between employed and non-employed parents.

	Parents of children aged 0 - 6	
	Employed %	Not Employed %
Support (net)	**89**	**92**
Strongly support	64	67
Somewhat support	25	25
Oppose (net)	**10**	**8**
Somewhat oppose	5	5
Strongly oppose	5	3
Not sure	1	0

Expanding Disability or Unemployment Insurance To Help With Family Leave

Question: "Some states are considering proposals to expand their disability or unemployment insurance programs to help families afford to take time off from work to care for a newborn, a newly adopted child or a seriously ill family member. Would you strongly favor, somewhat favor, somewhat oppose or strongly oppose such a proposal?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Support (net)	**(90)**	**(94)**	**(86)**	**(93)**	**(88)**	**(92)**	**(92)**	**(87)**
Strongly support	64	→73←	54	→69←	59	68	63	63
Somewhat support	26	21	32	24	29	24	29	24
Oppose (net)	**(9)**	**(5)**	**(13)**	**(6)**	**(11)**	**(6)**	**(8)**	**(11)**
Somewhat oppose	4	2	7	3	6	3	3	6
Strongly oppose	5	3	6	3	5	3	5	5
Not sure	1	1	1	1	1	1	1	1

A majority of all adult groups support expanding disability and unemployment insurance in this manner, however, there are differences in intensity. While 60% of future parents *strongly* support expanding insurance, only about half of grandparents (52%) and non-parents (50%) *strongly* support it.

Expanding Disability or Unemployment Insurance To Help With Family Leave

Question: "Some states are considering proposals to expand their disability or unemployment insurance programs to help families afford to take time off from work to care for a newborn, a newly adopted child or a seriously ill family member. Would you strongly favor, somewhat favor, somewhat oppose or strongly oppose such a proposal?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non-parents %
Support (net)	**(85)**	**(89)**	**(78)**	**(81)**	**(83)**
Strongly support	55	60	52	57	50
Somewhat support	30	29	26	24	33
Oppose (net)	**(14)**	**(11)**	**(19)**	**(15)**	**(14)**
Somewhat oppose	8	5	11	8	10
Strongly oppose	6	6	8	7	4
Not sure	1	1	4	5	3

Parental Leave: Ideal Length For Mom

What does the public believe is the ideal length for parental leave for mom? To find out, we asked respondents the following question.

Question: "Ideally, how long should a working mother who has a newborn baby be able to stay home from her job to take care of her newborn baby?"
(Open-ended, no response options were offered)

On this question, current parents of young children divide into roughly three groups:

- ➢ 41% believe three months or less is adequate
- ➢ 24% opt for about six months (give or take a month)
- ➢ 30% say the ideal length is a year or more

The largest difference in opinion on this issue occurs along educational lines. Parents with a college degree are more likely to say one year or more is ideal.

Parental Leave for Mom

Question: "Ideally, how long should a working mother who has a newborn baby be able to stay home from her job to take care of her newborn baby?"

	Parents of children aged 0 - 6							
						HH income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Up to one month	6	5	8	12	3	9	11	3
Six weeks to two months	14	14	13	20	11	19	17	9
Three months	21	23	18	16	21	15	21	23
Three months or less (net)	**(41)**	**(42)**	**(39)**	**→(48)←**	**(35)**	**(43)**	**(49)**	**(35)**
Four months	4	3	5	2	5	3	5	4
Five months	1	2	1	3	1	3	2	1
Six months	18	16	20	17	19	18	11	22
Seven to 11 months	1	1	2	3	3	1	3	2
Four to 11 months (net)	**(24)**	**(22)**	**(28)**	**(25)**	**(28)**	**(25)**	**(21)**	**(29)**
One year	14	20	8	13	18	11	17	14
More than one year	16	12	21	10	20	17	10	21
One year or more (net)	**(30)**	**(32)**	**(29)**	**(23)**	**→(38)←**	**(28)**	**(27)**	**(35)**
Not sure	4	3	5	5	1	3	3	3

Note: Open-ended, no response options were offered.

Parental Leave for Mom

Question: "Ideally, how long should a working mother who has a newborn baby be able to stay home from her job to take care of her newborn baby?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Up to one month	8	7	7	12	3	9	12	3
Six weeks to two months	15	15	14	22	9	23	20	6
Three months	21	25	16	15	22	16	21	22
Three months or less (net)	**(44)**	**(47)**	**(37)**	**→(49)←**	**(34)**	**(48)**	**(53)**	**(31)**
Four months	4	4	4	2	5	3	5	4
Five months	2	3	1	3	2	3	2	1
Six months	16	15	18	16	17	14	11	20
Seven to 11 months	1	1	3	2	2	0	2	2
Four to 11 months (net)	**(23)**	**(23)**	**(26)**	**(23)**	**(26)**	**(20)**	**(20)**	**(27)**
One year	13	18	8	12	17	10	14	14
More than one year	17	11	23	10	23	18	9	24
One year or more (net)	**(30)**	**(29)**	**(31)**	**(22)**	**→(40)←**	**(28)**	**(23)**	**(38)**
Not sure	3	2	5	4	1	3	3	2

Note: Open-ended, no response options were offered.

Interestingly, non-parents are just as likely as current parents to believe moms need a year or more off from work when they have a child.

Parental Leave for Mom

Question: "Ideally, how long should a working mother who has a newborn baby be able to stay home from her job to take care of her newborn baby?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non-parents %
Up to one month	6	7	7	7	5
Six weeks to two months	16	12	19	22	16
Three months	15	20	14	18	14
Three months or less (net)	**(37)**	**(39)**	**(40)**	**(47)**	**(35)**
Four months	2	1	2	1	2
Five months	1	2	0	0	1
Six months	18	23	16	14	10
Seven to 11 months	1	3	1	0	2
Four to 11 months (net)	**(22)**	**(29)**	**(19)**	**(15)**	**(15)**
One year	13	9	13	7	17
More than one year	19	19	18	20	21
One year or more (net)	**(32)**	**(28)**	**(31)**	**(27)**	**(38)**
Not sure	8	2	11	11	14

Note: Open-ended, no response options were offered.

Parental Leave: Ideal Length For Dad

Parental leave for dads is, of course, nowhere near as common as is parental leave for moms in the American workplace. Dads do not typically take as much time off as do moms after the birth or adoption of a child.

When looking at public opinion on this issue, two points are clear:

- Most adults feel dads should get some time off when they have a new baby, but few would give them as much time as they would give moms.
- Yet, most adults feel dads deserve three weeks or more off (which is much longer than the one week most dads currently take off, on average).

Comparison: Ideal Leave for Mom and Dad

Question regarding moms: "Ideally, how long should a working mother who has a newborn baby be able to stay home from her job to take care of her newborn baby?"

Question regarding dads: "Ideally, how long should a working father who has a newborn baby be able to stay home from his job to take care of his newborn baby?"

	Parents of children aged 0 - 6	
	Leave for moms %	Leave for dads %
One week	0	13
Two weeks	2	15
Three weeks	2	6
One month	2	10
Six weeks	6	19
Two months	8	7
Three or more months	**→(76)←**	21
Not sure	4	9

Parental Leave for Dad

Question: "Ideally, how long should a working father who has a newborn baby be able to stay home from his job to take care of his newborn baby?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
One week	13	12	15	19	11	16	11	13
Two weeks	15	14	18	16	15	16	18	13
Three weeks	6	4	8	5	6	5	6	5
One month	10	9	12	10	10	9	14	11
Six weeks	19	24	12	18	22	16	24	16
Two months	7	7	8	5	8	7	3	11
Three months	11	11	9	7	11	8	9	13
Three months or less (net)	**(81)**	**(81)**	**(81)**	**(80)**	**(83)**	**(77)**	**(85)**	**(82)**
Four months	1	2	1	*	2	2	1	2
Five months	*	*	*	*	*	1	*	*
Six months	3	5	2	4	3	5	2	4
Seven to 11 months	*	1	*	1	*	1	1	1
One year	2	2	3	1	3	2	2	2
More than one year	2	2	2	3	1	2	2	1
Not sure	9	8	11	11	9	11	7	8

* Less than 1%

Note: Open-ended, no response options were offered.

Parental Leave for Dad

Question: "Ideally, how long should a working father who has a newborn baby be able to stay home from his job to take care of his newborn baby?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
One week	12	11	13	18	8	17	10	10
Two weeks	17	16	17	18	14	19	21	12
Three weeks	6	5	8	5	6	5	5	5
One month	11	9	13	10	12	8	15	13
Six weeks	18	24	10	16	22	18	20	15
Two months	8	7	10	5	9	7	2	13
Three months	12	14	10	8	14	7	11	17
Three months or less (net)	**(84)**	**(86)**	**(81)**	**(80)**	**(85)**	**(81)**	**(84)**	**(85)**
Four months	1	1	1	*	2	2	1	1
Five months	*	*	*	1	*	1	*	*
Six months	3	3	3	5	1	2	3	3
Seven to 11 months	0	0	0	1	0	1	0	0
One year	2	1	3	1	4	2	2	2
More than one year	2	1	2	4	*	2	2	1
Not sure	8	6	11	10	8	8	7	8

* Less than 1%

Note: Open-ended, no response options were offered.

A significant portion of grandparents and non-parents responded "not sure" to this question.

Parental Leave for Dad

Question: "Ideally, how long should a working father who has a newborn baby be able to stay home from his job to take care of his newborn baby?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non-parents %
One week	12	8	15	9	12
Two weeks	15	16	15	12	15
Three weeks	5	4	5	1	4
One month	11	18	9	16	8
Six weeks	15	14	16	15	13
Two months	6	11	4	2	3
Three months	8	8	6	8	9
Three months or less (net)	**72**	**79**	**70**	**63**	**64**
Four months	1	*	*	0	2
Five months	0	*	*	0	*
Six months	5	8	3	5	7
Seven to 11 months	*	*	1	0	*
One year	3	1	2	3	5
More than one year	3	4	3	0	1
Not sure	17	8	22	28	22

* Less than 1%.

Note: Open-ended, no response options were offered.

Government Assistance For Quality Childcare: All Families

Overwhelmingly, adults across the board (73% of parents of young children and 61% of non-parents think the government should provide financial assistance to help families afford quality childcare.

Although majorities of all subgroups tested support government financial assistance to help families afford quality childcare, the size of the majority varies across the groups.

- Stronger support (very large majorities) among: moms, lower income parents, high school educated parents, future parents
- Somewhat less support (smaller majorities) among: dads, upper income parents, college educated parents, grandparents, non-parents

Should the Government Help Families Afford Quality Childcare?

Question: "Generally speaking, do you think the government should provide financial assistance to families to help them afford quality childcare?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Yes	73	→80←	64	→82←	64	→90←	79	62
No	23	16	32	15	32	8	18	32
Not sure	4	4	4	3	4	2	3	5

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Yes	73	→81←	64	→83←	63	→89←	78	62
No	23	16	31	14	32	9	19	33
Not sure	4	3	5	3	5	2	3	5

Should the Government Help Families Afford Quality Childcare?

Question: "Generally speaking, do you think the government should provide financial assistance to families to help them afford quality childcare?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non Parents %
Yes	65	→72←	58	65	61
No	29	22	35	27	34
Not sure	6	5	6	7	5

Government Assistance For Quality Childcare: Lower Income Families

In the survey, we asked respondents who did *not* favor government financial support for quality childcare for all families, if they would favor such support for "lower income" families. With lower income families as the focus, an additional 11% of parents of young children who said "no" to government assistance for quality childcare for all families responded that they would support it for lower income families. Among grandparents and non-parents, an additional 11% said they would support government assistance for quality childcare if it were targeted to lower income families.

Should the Government Help Lower Income Families Afford Quality Childcare?

Question #1: "Generally speaking, do you think the government should provide financial assistance to families to help them afford quality childcare?"

(If no to Question #1, Question #2 was asked)

Question #2: "Generally speaking, do you think the government should provide financial assistance to *lower income* families to help them afford quality childcare?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Provide assistance to *all* families	73	80	64	82	64	90	79	62
Provide assistance only to *lower income* families	11	8	15	6	18	2	7	17
Provide assistance to all/lower income (COMBINED)	**(84)**	**(88)**	**(79)**	**(88)**	**(82)**	**(92)**	**(86)**	**(79)**
Do not help ANY families	10	6	15	7	12	5	9	14
Not sure	6	6	6	5	6	4	5	7

Should the Government Help Lower Income Families Afford Quality Childcare?

Question #1: "Generally speaking, do you think the government should provide financial assistance to families to help them afford quality childcare?"

(If no to Question #1, Question #2 was asked)

Question #2: "Generally speaking, do you think the government should provide financial assistance to *lower income* families to help them afford quality childcare?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Provide assistance to *all* families	73	81	64	83	63	89	78	62
Provide assistance only to *lower income* families	11	8	14	6	18	2	8	17
Provide assistance to all/lower income (COMBINED)	**(84)**	**(89)**	**(78)**	**(89)**	**(81)**	**(91)**	**(86)**	**(79)**
Do not help ANY families	10	6	15	6	12	5	9	14
Not sure	6	5	7	5	7	4	5	7

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non Parents %
Provide assistance to *all* families	65	72	58	65	61
Provide assistance only to *lower income* families	10	10	11	9	11
Provide assistance to all/lower income (COMBINED)	**(75)**	**(82)**	**(69)**	**(74)**	**(72)**
Do not help ANY families	18	12	25	17	23
Not sure	7	6	6	9	5

Hourly Wage of Childcare Workers

Employee turnover in the childcare industry is extremely high, and one of the key reasons for this is the relatively low wages paid. We asked respondents to say what they believed was the "average hourly wage for a childcare worker in the US." A few things are apparent from the results:

- Estimates were all over the board, though most respondents placed their estimates somewhere between $5 and $9 an hour.
    - The median estimate offered by parents was $7.

      Note: According to a recent national study, the average hourly wage for a childcare worker at a center is $7.13 (U.S. Department of Labor, Bureau of Labor Statistics, Table A-1. National employment and wage data from the Occupational Employment Statistics Survey by occupation, 1998, released December 1999). The average hourly wage at a family-based childcare establishment is $4.69 (Center for the Child Care Workforce (1999) "Current Data on Child Care Salaries and Benefits in the United States, 1999," Washington, D.C.).
- Grandparents and non-parents were very likely to admit that they had no idea.

Note: As noted earlier, 31% of all teaching staff leave their childcare centers each year (according to "Worthy Work, Unlivable Wages: The National Child Care Staffing Study, 1988-1997" published by the Center for the Child Care Workforce). Low salary is a major factor in this turnover.

Guessing The Hourly Wage of Childcare Workers

Question: "What do you think is the average hourly wage for a childcare worker in the United States?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Median	$7.00	$6.70	$7.30	$6.90	$7.20	$6.70	$6.60	$7.30
	%	%	%	%	%	%	%	%
Under $3/hour	5	8	2	8	2	7	7	3
$3-$3.99/ hour	4	4	3	4	2	3	6	2
$4-$4.99/ hour	3	3	2	2	3	2	4	3
$5-$5.99/ hour	15	17	12	14	15	17	16	13
$6-$6.99/ hour	17	17	17	13	19	17	18	18
$7-$7.99/ hour	16	16	16	15	18	14	16	18
$8-$8.99/ hour	12	11	13	11	14	11	9	15
$9-$9.99/ hour	4	4	4	4	4	4	3	6
$10-$10.99/ hour	5	5	6	6	6	5	4	7
$11-$11.99/ hour	*	*	1	*	1	*	*	*
$12-$12.99/ hour	2	1	4	2	3	1	3	2
$13+	2	2	2	2	3	2	1	3
Not sure	14	11	17	18	10	18	12	11

* Less than 1%.

Guessing The Hourly Wage of Childcare Workers

Question: "What do you think is the average hourly wage for a childcare worker in the United States?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
Median	$7.00	$6.60	$7.30	$7.00	$7.30	$6.70	$6.50	$7.40
	%	%	%	%	%	%	%	%
Under $3/hour	6	9	3	9	3	8	7	4
$3-$3.99/ hour	3	4	3	3	3	2	6	2
$4-$4.99/ hour	3	4	2	2	2	2	5	3
$5-$5.99/ hour	15	19	11	15	14	19	16	13
$6-$6.99/ hour	16	15	17	13	17	17	17	15
$7-$7.99/ hour	17	17	17	15	19	14	16	20
$8-$8.99/ hour	12	10	13	10	15	11	9	14
$9-$9.99/ hour	4	4	5	4	4	3	3	7
$10-$10.99/ hour	5	5	6	6	6	5	3	8
$11-$11.99/ hour	*	*	1	*	1	*	*	*
$12-$12.99/ hour	3	2	3	2	3	2	3	1
$13+	2	2	2	2	3	2	2	3
Not sure	13	10	18	19	10	16	14	11

* Less than 1%.

Guessing The Hourly Wage of Childcare Workers

Question: "What do you think is the average hourly wage for a childcare worker in the United States?"

	All Adults %	Future Parents %	Grand Parents %	Grandparents who watch grandchildren %	Non Parents %
Median	$7.20	$7.40	$6.40	$5.90	$6.90
	%	%	%	%	%
Under $3/hour	3	1	4	2	1
$3-$3.99/ hour	3	2	3	5	2
$4-$4.99/ hour	3	2	2	1	3
$5-$5.99/ hour	17	17	19	28	16
$6-$6.99/ hour	17	17	14	13	16
$7-$7.99/ hour	11	13	7	4	11
$8-$8.99/ hour	9	10	6	4	8
$9-$9.99/ hour	4	7	2	1	4
$10-$10.99/ hour	6	9	5	4	6
$11-$11.99/ hour	1	1	*	*	1
$12-$12.99/ hour	2	4	1	1	2
$13+	2	4	2	1	3
Not sure	23	12	34	37	28

* Less than 1%.

Childcare Priorities

What are the priorities of parents when it comes to childcare? Of course, hours and location are of essential importance to all parents — the facility must be open when a parent needs it, and it must be accessible to them. After that, it is hard to say precisely what is and is not important to parents.

To understand, we asked the following question of all parents with children aged six or less currently in childcare (for which they paid):

Question: *"Suppose you moved to a new town and you had to pick a new childcare provider. Suppose you knew the hours and location of each provider in the area, but that is all you knew. If you could only ask questions about two things of each provider, what would you ask? Please select the two things that you would ask about from this list?"*

The list provided was as follows:
(Read in random order)

- Training and credentials of childcare providers
- Number of children under the care of each adult
- Educational activities planned for the children
- Discipline methods used
- Cost
- Staff turnover — meaning how long staff members have worked there
- Play activities planned for the children

No single item dominated the list. However, three items did rise to the top.

The top three childcare concerns for all parents with young children in childcare:

- Training and credentials of childcare providers
- Number of children under the care of each adult
- Educational activities planned for the children

However, there are some significant differences by sub-group:

- Dads are more interested than moms in the educational activities offered.
- College educated parents are also more interested in the educational activities offered.
- Not surprisingly, lower income parents are much more concerned about cost than are upper income parents.
- Lower income parents are also more interested in the discipline methods used, while upper income parents voice more concern regarding the adult-child ratio.

Childcare Priorities

Question: "Suppose you moved to a new town and you had to pick a new childcare provider. Suppose you knew the hours and location of each provider in the area, but that is all you knew. If you could only ask questions about two things of each provider, what would you ask? Please select the two things that you would ask about from this list?"

	Parents of children aged 0 - 6							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
THE TOP 3								
Training and credentials of childcare providers	42	42	41	38	43	34	43	44
Number of children under the care of each adult	40	38	42	37	44	33	35	→44←
Educational activities planned for the children	38	33	→44←	28	→42←	32	43	37
THE REST								
Discipline methods used	21	25	18	26	20	→30←	22	17
Cost	20	21	18	→26←	13	→33←	21	16
Staff turnover — meaning how long staff members have worked there	16	16	16	14	16	10	15	19
Play activities planned for the children	9	10	8	9	11	9	8	9

Note: Asked of parents with a child aged newborn to six currently in day care
Adds to over 100% since two answers were given by each respondent

Childcare Priorities

Question: "Suppose you moved to a new town and you had to pick a new childcare provider. Suppose you knew the hours and location of each provider in the area, but that is all you knew. If you could only ask questions about two things of each provider, what would you ask? Please select the two things that you would ask about from this list?"

	Parents of children aged 0 - 3							
						HH Income		
	Total %	Moms %	Dads %	High school education or less %	College degree or more %	<$30K %	$30K to Under $50K %	$50K+ %
THE TOP 3								
Number of children under the care of each adult	42	41	44	35	→48←	33	40	→47←
Training and credentials of childcare providers	39	38	39	33	42	34	36	41
Educational activities planned for the children	36	31	→42←	25	→38←	26	→44←	35
THE REST								
Discipline methods used	23	25	22	29	23	→28←	→29←	19
Cost	22	23	20	→28←	15	→39←	18	19
Staff turnover — meaning how long staff members have worked there	18	18	17	14	17	8	16	22
Play activities planned for the children	9	12	6	11	10	11	9	10

Note: Asked of parents with a child aged newborn to six currently in day care.
Adds to over 100% since two answers were given by each respondent.

Additional Results Regarding Childcare

An "inventory" of childcare arrangements was taken of parents with children aged newborn to six. The findings:

Percent In Childcare

- Currently or in the past year, 47% of parents with children aged newborn to six use day care, childcare or pre-kindergarten program for their children for which they pay.

Number of Children In Childcare

- Among parents with children aged newborn to six in childcare for which they pay:
  - 66% have one child in childcare
  - 27% have two children in childcare
  - 3% have three children in childcare
  - 2% have four or more children in childcare
  - 2% refused to answer this question

Number of Hours Per Week In Childcare

Parents with children aged newborn to six who have a child in childcare (for which they pay) report the following as the average number of hours per week the child spends in childcare:

Parents of children aged 0 - 6	
	%
Less than eight hrs/week	19
Nine to 15 hrs/week	13
16-29 hrs/week	17
30-39 hrs/week	17
40+ hrs/week	34

Number of Childcare Arrangements

Parents with children aged newborn to six who used childcare (for which they paid) were asked how many different childcare arrangements they used in an average week. The question was worded as follows:

Question: "For each child in day care, childcare or in a pre-kindergarten program, how many different childcare arrangements or programs are your children in during an average week?"

The results, for the average child aged newborn to six in childcare:

Parents of children aged 0 - 6	
	%
One arrangement	83
Two arrangements	13
Three arrangements	1
Four or more arrangements	3

Appendix A:

Child Development Advisory Board For The Study

Advisory Board For The Study

For the knowledge items in the survey:*

J. Ronald Lally, Ed.D (Chairperson)
  - Co-Director, Center For Child and Family Studies, WestEd

Megan Gunnar, Ph.D.
  - University of Minnesota, Institute for Child Development

Ann Pleshette Murphy
  - Editor-at-large, Parents Magazine

Dolores G. Norton, Ph.D.
  - Professor, School of Social Service Administration, University of Chicago

Jeree H. Pawl, Ph.D.
  - Clinical Professor, Department of Psychiatry, University of CA at San Francisco
  - Director of the Infant-Parent Program at San Francisco General Hospital

Kyle Pruett, M.D.
  - Clinical Professor of Psychiatry, Yale Child Study Center

Barry Zuckerman, M.D., F.A.A.P.
  - Professor of Pediatrics and Public Health, Boston University School of Medicine
  - Chief of Pediatrics, Boston Medical Center

For the policy items in the survey:

Judith C. Appelbaum
  - Vice President and Director of Employment Opportunities, National Women's Law Center

Lauren Asher
  - Director of Communications, National Partnership For Women and Families

Helen Blank
  - Director of Child Care and Development Division, Children's Defense Fund

Mark Greenberg
  - Senior Staff Attorney, Center For Law and Social Policy

Sheila Kamerman, D.S.W.*
  - Compton Foundation Centennial Professor
  - Director, The Institute For Child and Family Policy
  - Columbia University

Donna Lenhoff
  - General Counsel, National Partnership For Women and Families

James A. Levine
  - Director, The Fatherhood Project
  - Families and Work Institute

Joan Lombardi
  - Former Commissioner, Child Care Bureau, US Department of Health and Human Services

Yasmina Vinci
  - National Association of Child Care Resource and Referral Agencies

Marcy Whitebook, Ph.D.
  - Senior Researcher, The Institute of Industrial Relations, UC Berkeley

Faith A. Wohl
  - President, Child Care Action Campaign

** In addition to their other academic affiliations, these individuals serve as volunteer board members of* ZERO TO THREE.

Appendix B:

Child Development Literature Sources

Child Development Literature Sources

Babies have the capacity for learning from birth
Shore, Rima. (1997) *Rethinking the Brain: New Insights into Early Development.*

Prenatal influences & school performance:
Cary, E.P. (1987). "Music as a prenatal and early childhood impetus to enhancing intelligence and cognitive skills." *Roeper Review*, 9 (3), 155-158.

Eliot, L. (1999). *What's going on in there? How the brain and mind develop in the first 5 years of life.* Bantam: New York, NY.

Early home environment & school performance

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Appendix C:

Questionnaire

QUESTIONNAIRE (June 16, 2000)

IDENTIFICATION (complete at end of interview)

Name:____

Zip Code:______________________________________

Telephone #:____________________________________

Interviewer:________________________**Date:**____________

SCREENING (RANDOM SELECTION WITHIN THE HOUSEHOLD)

Hello, my name is ________________ and I'm calling from __________________, a national opinion research firm. We are conducting an opinion survey about children's issues, this is not a sales call. We would like to include the opinions of someone in your household in our study.

S1. May I please speak to the person 18 years or older in this household who has had the most recent birthday.

If selected person is available, repeat introduction and go to main questionnaire.

If selected person is not home, ask for his/her first name and the best time to call back.

Name of selected respondent ________________________________

Best time to call back (TIME) ________________ (DATE) ______________

Telephone number: ____________________________________

(IF RESPONDENT ASKS, INTERVIEW WILL TAKE ABOUT 20 TO 25 MINUTES)

SECTION 1: SET UP AND CHILDCARE ISSUES

1. Do you currently have any children, of any age?

Yes		-1
No	**SKIP TO Q.4**	-2
Refused	**TERMINATE**	-x

2. How many children do you have?

One		-1
Two		-2
Three		-3
Four		-4
Five		-5
Six		-6
Seven		-7
Eight		-8
Nine or more		-9
Refused	**TERMINATE**	-x

[NOTE: ASK QUESTIONS 3A TO 3G DEPENDING UPON THE NUMBER OF CHILDREN THE RESPONDENT HAS]

3a. How old is your oldest child (CHILD #1)?

(IF HAS ONLY ONE CHILD, READ THIS WAY: How old is your child?)

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

3b. How old is your second oldest child (CHILD #2)?

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

3c. How old is your third oldest child (CHILD #3)?

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

3d. How old is your fourth oldest child (CHILD #4)?

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

3e. How old is your fifth oldest child (CHILD #5)?

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

3f. How old is your sixth oldest child (CHILD #6)?

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

3g. How old is your seven oldest child (CHILD #7)?

(READ CATEGORIES ONLY IF NEEDED)

Newborn to three months		-1
Four to six months		-2
Seven to nine months		-3
10 to 12 months		-4
13 to 18 months		-5
19 to 23 months		-6
Two years old		-7
Three years old		-8
Four years old		-9
Five years old		-10
Six years old		-11
Seven to 10 years old		-12
11 to 15 years old		-13
16 to 18 years old		-14
19 years old or older		-15
Refused	**TERMINATE**	-x

4. Are you currently a grandparent?

Yes	-1
No	-2
Not sure	-x

5. **(BEGIN THIS WAY FOR NON-PARENTS):** Do you expect to be a parent:

(BEGIN THIS WAY FOR PARENTS): Do you expect to have another child:

(READ)

In the next few years, OR	-1
At some point, but not in the next few years, OR	-2
You do not plan to have children at any point in the future	-3
Not sure (DO NOT READ)	-x

(ASK Q# 6A OF RESPONDENTS WITH NO CHILDREN <18)

6a. Do you currently take care of any children on a regular basis — by take care of I mean personally baby sit or look after?

Yes	-1
No	-2
Refused	-x

(ASK Q# 6B OF RESPONDENTS WITH CHILDREN <18)

6b. Do you currently take care of any children on a regular basis *other than your own* — by take care of I mean personally baby sit or look after?

Yes	-1
No	-2
Refused	-x

(ASK QUESTIONS #7, 8 and 9 OF THOSE WHO ANSWER YES IN QUESTION 6A OR 6B)

7. In an average week, how many hours a week do you care for these children (**FOR PARENTS**: these children other than your own):

(READ IF NEEDED)

Less than an hour a week	-1
About one to two hours a week	-2
About three to four hours a week	-3
About five to nine hours a week	-4
Ten or more hours a week	-5
Children live with you all the time	-6
Refused	-x

8. Do any of the children that you watch every week fall into any of the following age groups:

	Yes	No
a. Newborn to 12 months old	-1	-2
b. One, two or three years old	-1	-2
c. Four, five or six years old	-1	-2
d. Seven years old or older	-1	-2

9. What is your relationship to the children you watch on a regular basis? **(READ CATEGORIES IF NECESSARY) (MULTI PUNCH)**

Grandparent	-1
Stepparent	-2
Other relative	-3
Neighbor/friend	-4
Respondent is a day care provider/ job/get paid to watch children — no relation to children	-5
Other (SPECIFY ____________)	-6

(ASK Q.10 OF PARENTS WITH CHILDREN AGED SIX AND YOUNGER; ALL OTHERS SKIP TO SECTION 2)

10. Do you currently, or in the past year, use any day care, childcare or pre-kindergarten programs for your children for which you have to pay?

(IF NEEDED, READ: By childcare I mean care at a child center, care in your home by somebody other than you or your spouse or partner, care in somebody else's home, or nursery school)

Yes	**CONTINUE BELOW**	-1
No	**SKIP AHEAD TO SECTION 2**	-2
Refused	**SKIP AHEAD TO SECTION 2**	-x

(IF YES IN Q.10)

11. How many of your children are in a day care, childcare or pre-kindergarten program for which you have to pay?

One	-1
Two	-2
Three	-3
Four or more	-4
Refused	-x

(IF YES IN Q.10)

12. How many hours a week, on average, are each of your children in day care? **(DO NOT READ)**

(GET AN ANSWER FOR EACH CHILD IN CHILDCARE)

	Less than 8 hrs a week	9 to 15 hours	16 to 29 hours	30 to 39 hours	40+ hours	Not Sure
Child 1	-1	-2	-3	-4	-5	-x
Child 2	-1	-2	-3	-4	-5	-x
Child 3	-1	-2	-3	-4	-5	-x
Child 4	-1	-2	-3	-4	-5	-x
Child 5	-1	-2	-3	-4	-5	-x
Child 6	-1	-2	-3	-4	-5	-x

(IF YES IN Q.10)

13. For each of your children in day care, childcare or in a pre-kindergarten program, how many different childcare arrangements or programs are your children in during an average week? **(IF ASKS)** By different childcare arrangements, we mean the total number of non-parental placements in a center, a program, a childcare home or your own home.

(GET AN ANSWER FOR EACH CHILD IN CHILDCARE)

	One	Two	Three	Four+	Not Sure
Child 1	-1	-2	-3	-4	-x
Child 2	-1	-2	-3	-4	-x
Child 3	-1	-2	-3	-4	-x
Child 4	-1	-2	-3	-4	-x
Child 5	-1	-2	-3	-4	-x
Child 6	-1	-2	-3	-4	-x

(ASK PARENTS WITH CHILD IN CHILDCARE)

14. Suppose you moved to a new town and you had to pick a new childcare provider. Suppose you knew the hours and location of each provider in the area, but that is all you knew. If you could only ask questions about two other things of each provider, what would you ask? Please select the two things that you would ask about from this list: **(READ)**

Number of children under the care of each adult	-1
Cost	-2
Staff turnover (how long staff members have worked there)	-3
Play activities planned for the children	-4
Educational activities planned for the children	-5
Training and credentials of childcare providers	-6
Discipline methods used	-7
Not sure (DO NOT READ)	-x

PROGRAMMING NOTE: The following segments must be created for later skip patterns:
Parents – all *(Question 1, punch –1)*
Parents of children newborn to 3 *(Based on questions 3A to 3G)*
Parents of children newborn to 6 *(Based on questions 3A to 3G)*
Parents of children newborn to 17 *(Based on questions 3A to 3G)*
Future parents *(Question 1, punch –2 and Question 5, punch –1)*
Non-parents (Question 1, punch –2; and Question 5, punch –3; and Question 6A, punch –2)

SECTION 2: OPINION AND POLICY

(ASK PARENTS WITH CHILDREN AGED 0 TO 6)

15. Thinking of all the child development issues parents of children six or younger deal with, what are the two things that you most want to know about your child's development?

RECORD____________________

RECORD____________________

Not sure	-1

(ASK ALL)

16. What do you think is the average hourly wage for a childcare worker in the United States? (IF ASKS: Meaning the average of the hourly wage of people who take care of children in childcare centers and the average hourly wage of people who provide home-based childcare.) **(READ ONLY IF NEEDED)**

Under $3/hour	-1
$3-$3.99/hour	-2
$4-$4.99/hour	-3
$5-$5.99/hour	-4
$6-$6.99/hour	-5
$7-$7.99/hour	-6
$8-$8.99/hour	-7
$9-$9.99/hour	-8
$10-$10.99/hour	-9
$11-$11.99/hour	-0
$12-$12.99/hour	-x
Over $13/hour	-y
Not sure	-x

(Answer: $7.13 center based, $4.69 family childcare providers)

(ASK OF SPLIT SAMPLE A)

17a. Ideally, how long should a working *mother* who has a newborn baby be able to stay home from her job to take care of her newborn baby?
(IF RESPONDENT ASKS: I'd like your answer without considering anything like pay or guarantee of return to the same position, just what is best for the mother and child) **(DO NOT READ)**

One week	-1
Two weeks	-2
Three weeks	-3
One month	-4
Six weeks	-5
Two months	-6
Three months	-7
Four months	-8
Five months	-9
Six months	-0
Seven months	-x
Eight months	-y
Nine months	-1
10 months	-2
11 months	-3
One year	-4
More than one year	-5
Not sure	-x

(ASK OF SPLIT SAMPLE B)

17b. Ideally, how long should a working father who has a newborn baby be able to stay home from his job to take care of his newborn baby?

(IF RESPONDENT ASKS: I'd like your answer without considering anything like pay or guarantee of return to the same position, just what is best for the father and child) **(DO NOT READ)**

One week	-1
Two weeks	-2
Three weeks	-3
One month	-4
Six weeks	-5
Two months	-6
Three months	-7
Four months	-8
Five months	-9
Six months	-0
Seven months	-x
Eight months	-y
Nine months	-1
10 months	-2
11 months	-3
One year	-4
More than one year	-5
Not sure	-x

(ASK OF SPLIT SAMPLE A)

18. In general, how good a job are most employers doing in making changes in the workplace to help workers meet the needs of their very young children – excellent, good, just fair or poor?

Excellent	-1
Good	-2
Just fair	-3
Poor	-4
Not sure	-x

(ASK OF SPLIT SAMPLE B)

19. In general, how good a job is the government doing in making changes in the workplace to help workers meet the needs of their very young children – excellent, good, just fair or poor?

Excellent	-1
Good	-2
Just fair	-3
Poor	-4
Not sure	-x

(ASK ALL)

20. Would you strongly support, somewhat support, somewhat oppose or strongly oppose a paid parental leave that allows working parents of very young babies to stay home from work to care for their children?

Strongly support	-1
Somewhat Support	-2
Somewhat Oppose	-3
Strongly oppose	-4
Not sure	-x

(ASK ALL)

21. Some states are considering proposals to expand their disability or unemployment insurance programs to help families afford to take time off from work to care for a newborn, a newly adopted child or a seriously ill family member. Would you strongly favor, somewhat favor, somewhat oppose or strongly oppose such a proposal?

Strongly support	-1
Somewhat Support	-2
Somewhat Oppose	-3
Strongly oppose	-4
Not sure	-x

(ASK ALL)

22. Generally speaking, do you think the government should provide financial assistance to families to help them afford quality childcare?

Yes	-1
No	-2
Not sure	-x

(ASK THE FOLLOWING OF THOSE THAT SAY NO IN THE PREVIOUS QUESTION)

23. Generally speaking, do you think the government should provide financial assistance to lower income families to help them afford quality childcare?

Yes	-1
No	-2
Not sure	-x

SECTION 3: KNOWLEDGE (THIS ENTIRE SECTION IS ASKED OF ALL RESPONDENTS)

[Part A: Development]

Following are some questions about children and their development. Please give me your opinions on these:

24. When do you think a parent can begin to significantly impact a child's brain development, for example impact the child's ability to learn? **(DO NOT READ)**

Prenatal (meaning when the child is still in the womb)	-1
Right from birth	-2
Two to three weeks	-3
One month	-4
Two months	-5
Three months	-6
Four months	-7
Five months	-8
Six months	-9
Seven months	-0
Eight months	-x
Nine months	-y
Ten months	-1
Eleven months	-2
One year or more	-3
Not sure	-x

Appropriate answer: prenatal

25. At what age do you think most children begin to develop their sense of self-esteem? **(DO NOT READ)**

Newborn through six months	-1
Seven through 11 months	-2
Age one	-3
Age two	-4
Age three	-5
Age four	-6
Age five	-7
Age six	-8
Age seven	-9
Age eight	-0
Age nine	-x
Age 10 or later	-y
Not sure	-x

Appropriate answer: First year or two of life

26. At what age do you think an infant recognizes his mother's voice? (IF NEEDED: By recognize, I mean the infant will know the difference between his mother's voice and a stranger's voice)? **(DO NOT READ RESPONSES)**

Around birth	-1
About one week	-2
Two to three weeks	-3
About one month	-4
Two months	-5
Three months	-6
Four months	-7
Five months	-8
Six months	-9
Seven to eleven months	-0
At about one year or more	-x
Not sure	-x

Appropriate answer: Around birth

27. At what age do you think an infant or young child begins to really take in and react to the world around them? (IF NEEDED: meaning takes in the sights, sounds and smells of their surroundings and reacts to them?) **(DO NOT READ RESPONSES)**

Right from birth	-1
About one week	-2
Two to three weeks	-3
About one month	-4
Two months	-5
Three months	-6
Four months	-7
Five months	-8
Six months	-9
Seven to eleven months	-0
At about one year or more	-x
Not sure	-x

Appropriate answer: Right from birth

28. Some people say that a child's experiences in the first year of life have a major impact on their performance in school many years later. Others say babies 12 months and younger are too young for their experiences to really help or hurt their ability to learn in school later in life. Which do you agree with more?

First year has a major impact on school performance	-1
First year has a little impact on school performance	-2
Not sure	-x

Appropriate answer: First year has major impact

29. At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by his parent's mood? **(DO NOT READ)**

Around birth	-1
Two weeks	-2
One month	-3
Two months	-4
Three months	-5
Four months	-6
Five months	-7
Six months	-8
Seven months	-9
Eight months	-0
Nine months	-x
10 months	-y
11 months	-1
One to under two years	-2
Two to under three years	-3
Three or more years	-4

Appropriate answer: one month

30. Following are a few statements about children. Please tell me whether you think the statement is true or false.

A. Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how the parents interact with them.

PROBE: Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely false

B. In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them.

PROBE: Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely false

C. Parents' *emotional* closeness with their baby can strongly influence that child's *intellectual* development.

PROBE: Would you say it is *definitely* (TRUE/FALSE) or *probably* (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely true

D. A child aged six months or younger who witnesses violence, such as seeing his father often hit his mother, will *not* suffer any long term effects from the experiences, because children that age have no long-term memory.

PROBE: Would you say it is *definitely* (TRUE/FALSE) or *probably* (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely false

31. I'd like your opinion on how important you think it is for children of different ages to spend time playing. For a five-year-old, how important do you think playing is for that child's healthy development? Please use a 1 to 10 scale, where a one means playing is *not* at all important to the child's development, and a 10 means playing is *crucial* to the child's development. Use any number in between.

	(Keep in this order)	Rating	Not sure
A.	Five-year-old		-x
B.	How about for a three-year-old		-x
C.	How about for a 10-month-old		-x

Appropriate answer: Play is extremely important to all ages

32. Here are different forms of play. Please use a one to ten scale to rate each of the following play activities, where a one means the activity is *not* at all effective in helping a child become a *better learner*, and a 10 means the activity is extremely effective in helping a child become a better learner. Use any number in between. How about

[Shuffle: Each respondent should be asked five of the items below (randomly assigned).

Keep in current order.]

	(Keep in this order)	Rating	Not sure
A	A six-month-old exploring and banging blocks		
B	A 12-month-old rolling a ball back and forth with her parent		
C	A two-year-old playing a computer activity		
D	A two-year-old having a pretend tea party with her mom		
E	A four-year-old making artwork using a computer art program		
F	A four-year-old memorizing flash cards		
G	A four-year-old collecting and sorting leaves in the yard		
H	A four-year-old making an art project with art supplies		
I	A six-year-old and his friends playing pretend firemen		
J	A six-year-old playing cards with his dad		

Appropriate answer: While science can't give us the exact ratings, research tells us most of the activities above are very effective in helping children become good learners (THE EXCEPTIONS: computer activities and memory flashcards are the least effective of the examples)

33. Suppose a 12-month-old walks up to the TV and begins to turn the TV on and off repeatedly while her parents are trying to watch it. It's impossible to know exactly why the child is doing this, however for each of the following reasons, please say how likely you believe that explanation is.

How about (READ OPTION)? Is this very likely why the child is doing this, somewhat likely or not likely at all?

	ROTATE	Very likely	Somewhat likely	Not likely at all	Not sure
A	The child wants to get her parents' attention	-1	-2	-3	-x
B	The child enjoys learning about what happens when buttons are pressed	-1	-2	-3	-x
C	The child is angry at her parents for some reason, so she is trying to get back at them	-1	-2	-3	-x

Appropriate answer: A and B are likely, C is not

34. In this case of a child turning the TV on and off, would you say that the child is misbehaving, or not?

Misbehaving	-1
Not misbehaving	-2
Not sure	-x

Appropriate answer: NOT misbehaving

35. Suppose the cries of a three-month-old are frequently *not* responded to by her parents and caregivers. In this case, how likely is it that the following is happening: very likely, somewhat likely or not likely at all:

(ROTATE ORDER)	Very likely	Somewhat likely	Not likely at all	Not sure
a. The baby's self-esteem will be negatively affected	-1	-2	-3	-x
b. The baby will learn to be independent	-1	-2	-3	-x
c. The baby's brain development will be negatively affected	-1	-2	-3	-x
d. The baby will learn good coping skills	-1	-2	-3	-x

Appropriate answer: A and C are likely, B and D are not

[Part B: Expectations]

The following questions are about what people should and should not expect of children at different ages. Please give me your opinions.

36. Should a 15-month-old baby be expected to share her toys with other children, or is this too young of an age to expect a baby to share?

Yes, 15-month-old can be expected to share .... -1
No, too young to share .... -2
Not sure .... -x
Appropriate answer: No, too young

37. Should a three-year-old child be expected to sit quietly for an hour or so, be it in church or in a restaurant, or is three years old too young to expect a child to sit quietly for an hour?

Three-year-old should be expected to sit quietly for an hour .... -1
Three-year-old should NOT be expected .... -2
Not sure .... -x
Appropriate answer: Should not be expected

38. Suppose a six-year-old points a gun at a classmate and shoots him. Do you think it is possible that this six-year-old could have fully understood the results of his actions, meaning could understand that the classmate might die and never come back, or do you think that a six-year-old simply cannot understand these consequences?

Six-year-old capable of fully understanding .... -1
Six-year-old NOT capable of fully understanding .... -2
Not sure .... -x
Appropriate answer: Six-year-old not capable

[Part C: Spoiling]

Now, I would like to get your opinion about what may or may not spoil children.

39. Some people say that a six-month-old, because he is so young, cannot be spoiled, no matter how much attention his parents give him. Others say that a six-month-old can be spoiled. Which do you agree with more?

Six-month-old too young to spoil.. -1
Six-month-old NOT too young to spoil .... -2
Not sure .... -x
Appropriate answer: Six-month-old too young to spoil

40. Please tell me if you would rate the following behavior, on the part of a parent or caregiver, as appropriate OR as something that will likely spoil a child *if done too often*:

	(KEEP IN THIS ORDER)	Appropriate	Will likely spoil the child	Not sure
A	Picking up a three-month-old every time she cries	-1	-2	-x
B	Rocking a one-year-old to sleep every night because the child will protest if this is not done	-1	-2	-x
C	Letting a two-year-old get down from the dinner table to play before the rest of the family has finished their meal	-1	-2	-x
D	Letting a six-year-old choose what to wear to school every day	-1	-2	-x

Appropriate answer: B is spoiling

[Part D: Discipline]

Following are some questions about disciplining children.

41. At what age is it appropriate to spank a child as a regular form of punishment, or do you think it is never appropriate to spank a child? (DO NOT READ)

One or younger	-1
Two	-2
Three	-3
Four	-4
Five	-5
Six	-6
Seven	-7
Eight	-8
Nine	-9
Ten or older	-0
Never appropriate to spank a child	-x
Not sure	-y

Appropriate answer: Never appropriate

42. True or false: Spanking children as a regular form of punishment helps children develop a better sense of self-control.

(PROBE): Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely false

43. True or false: Children who are spanked as a regular form of punishment are more likely to deal with their own anger by being physically aggressive.

(PROBE): Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely true

44. Here's a situation: A baby enjoys crawling to a set of stairs. Suppose the parent consistently says "no" calmly but clearly every time the baby wants to crawl up the stairs, and then moves the infant away from the stairs. At what age should this infant be expected to know NOT to climb the stairs and be able to stop herself from doing so without being reminded by her parents? (DO NOT READ RESPONSES)

At seven months or earlier	-1
Eight months	-2
Nine months	-3
Ten months	-4
Eleven months	-5
Twelve months	-6
Thirteen months	-7
Fourteen months	-8
Fifteen months	-9
Sixteen months	-0
Seventeen months	-x
Eighteen months to one year	-y
Two years	-1
Three years	-2
Four years or older	-3
Not sure	-x

Appropriate answer: 18 months or more

[Part E: Additional Development Items]

Here are a few more questions about child development.

45. At what age do you think a child can experience real depression? **(DO NOT READ RESPONSES)**

Birth through two months	-1
Three through four months	-2
Five through six months	-3
Seven through eight months	-4
Nine through eleven months	-5
One year	-6
Two years	-7
Three years	-8
Four years or older	-9
Not sure	-x

Appropriate answer: Three to four months

46. There are different ideas regarding what can help a two-year-old child develop intellectually and become a better learner. Please rate the following activities on a one to ten scale, where a one means the activity is *not* at all effective in helping a child become a better learner, and a 10 means the activity is extremely effective in helping a child become a better learner. Use any number in between. How about …

[Shuffle: Each respondent should be asked six of the items below (randomly assigned).]

		Rating	Not sure
A	Playing Mozart as background music during play time		-x
B	Playing any type of music that the child enjoys during playtime		-x
C	Educational flashcards		-x
D	A healthy diet		-x
E	Watching educational shows on television		-x
F	Having the child play educational games on the computer by himself		-x
G	Climbing on playground equipment while being supervised		-x
H	A sense of safety and security		-x
I.	Reading with the child		-x
J	Talking with the child		-x
K	Quality day care for children of working parents		-x

Appropriate answer: Science cannot provide precise ratings. However, science tells us all should be rated fairly highly, though Mozart, flashcards, non-working parent and the computer should NOT be rated more highly than the rest

47. Generally speaking, at what age can most infants and children first do the following:

[Shuffle: Each respondent should be asked *three* of the items below (randomly assigned).]

ROTATE ORDER	**RECORD**	Not sure
a. Smile		
b. Say their first words		
c. Communicate by pointing to objects		
d. Begin pretend and fantasy play		
e. Feel shame or embarrassment for his or her actions		

Appropriate answers:
A = Four to six weeks; B = Nine to 15 months; C = seven to 10 months;
D = 18 to 24 months; E = Two to three years

48. Thinking about young children, how much impact do you think playing has on a child's *social* development, meaning her ability to interact with others. Use a 1 to 10 scale where one means playing is *not* at all important and 10 means playing is crucial to a child's social development.

Rating .... -1
Not sure .... -x

49. How much impact does play have on a young child's *intellectual* development, such as her ability to learn. Please use the same 1 to 10 scale.

Rating .... -1
Not sure .... -x

50. How much impact does play have on a child's language skills. Please use the same 1 to 10 scale.

Rating .... -1
Not sure .... -x

[Part F: Relationships]

Now, a few questions about relationships between children and adults.

51. Some people say that frequent changes in childcare providers can positively impact an infant's development because it makes them more adaptable. Others say that infants need a lot of time to develop bonds of security with individuals, so frequent changes in care providers has a negative impact. Which do you agree with more, or do you think there really is no impact one way or the other?

Frequent changes are positive .... -1
Frequent changes are negative .... -2
Frequent changes have no impact .... -3
Not sure .... -x
Appropriate answer: Frequent changes are negative

52. True or false: Children usually have stronger bonds with parents who do not work and stay home than they do with parents who work full time outside of the home.

(PROBE): Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true .... -1
Probably true .... -2
Probably false .... -3
Definitely false .... -4
Not sure .... -x
Appropriate answer: definitely false

53. True or false: Children with fathers who are active in their lives tend to develop more self-confidence than children who lack an active father in their lives.

(PROBE): Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true .... -1
Probably true .... -2
Probably false .... -3
Definitely false .... -4
Not sure .... -x
Appropriate answer: definitely true

54. True or false: Children with fathers who are active in their lives tend to be better problem-solvers than children who lack an active father in their lives.

(PROBE): Would you say it is definitely (TRUE/FALSE) or probably (TRUE/FALSE)?

Definitely true	-1
Probably true	-2
Probably false	-3
Definitely false	-4
Not sure	-x

Appropriate answer: definitely true

55. How many babies, newborns to 12-month-olds, do you think one adult can appropriately care for in a 10-hour day?

One	-1
Two	-2
Three	-3
Four	-4
Five	-5
Six	-6
Seven +	-7
Not sure	-x

Appropriate answer: three

SECTION 4: PREPARATION FOR PARENTHOOD

(ASK ALL PARENTS)

56. When you had your first child, how prepared for parenthood did you feel: (READ)

Totally prepared	-1
Quite well prepared	-2
Pretty well prepared	-3
Only slightly prepared	-4
Not really prepared at all	-5
Not sure (DO NOT READ)	-x

(ASK FUTURE PARENTS)

57. You mentioned earlier that you are considering having a child at some point in the next few years. How prepared for parenthood do you feel right now: **(READ)**

Totally prepared	-1
Quite well prepared	-2
Pretty well prepared	-3
Only slightly prepared	-4
Not really prepared at all	-5
Not sure	-x

(ASK NON-PARENTS)

58. In general, how prepared do you think most parents in this country are when they have their first child. Would you say that most are: **(READ)**

Totally prepared	-1
Quite well prepared	-2
Pretty well prepared	-3
Only slightly prepared	-4
Not really prepared at all	-5
Not sure	-x

59. OMITTED

[ASK ALL PARENTS]

60a. **(FOR PARENTS WITH CHILDREN 0 TO 6, READ THIS WAY)** For each of the following people and sources I read, please say if you rely on them frequently, occasionally or never for information and advice about children and parenting.

60b. **(FOR PARENTS WITH CHILDREN SEVEN AND OLDER, READ THIS WAY)** For each of the following people and sources I read, please say if you relied on them frequently, occasionally or never for information and advice about children and parenting when your children were young.

60c. **(FOR FUTURE PARENTS)** For each of the following people and sources I read, please say if you will rely on them frequently, occasionally or never for information and advice about children and parenting when you have children.

[Shuffle: Each respondent should be asked *seven* of the items below (randomly assigned).]

(RANDOM ORDER)	Frequently	Occasionally (includes once in a while)	Never	Not sure
a. Your mother	-1	-2	-3	-x
b. Your spouse's mother	-1	-2	-3	-x
c. Your father	-1	-2	-3	-x
d. Your spouse's father	-1	-2	-3	-x
e. Your spouse	-1	-2	-3	-x
f. Friends and neighbors	-1	-2	-3	-x
g. Child's doctor/pediatrician	-1	-2	-3	-x
h. Nurses that you could telephone for advice	-1	-2	-3	-x
i. Books	-1	-2	-3	-x
j. Parenting magazines	-1	-2	-3	-x
k. News reports (TV, newspaper, radio, magazines)	-1	-2	-3	-x
l. Childcare providers	-1	-2	-3	-x
m. Religious leaders such as priests and rabbis	-1	-2	-3	-x

(ASK ALL PARENTS WITH CHILDREN AGED 17 AND YOUNGER)

61. How many hours a month, if any, do you spend on the Internet looking for information about child development issues: (BEST GUESS IS FINE)

RECORD ______________

(ASK THOSE WHO SAY ANY TIME AT ALL ON PREVIOUS QUESTION)

62. How helpful would you say the information is that you have found on the Internet **(READ)**

Very helpful	-1
Somewhat helpful	-2
Not helpful at all	-3
Not sure	-x

(ASK ALL PARENTS)

63. Thinking about your first child's pediatrician, how satisfied were you with the attention and quality of information you received about your child's behavior and development? **(READ)**

Very satisfied	-1
Somewhat satisfied	-2
Somewhat dissatisfied	-3
Very dissatisfied	-4
Not sure (DO NOT READ)	-x

(ASK ALL PARENTS)

[READ THIS WAY FOR PARENTS WITH CHILDREN AGED 0 to 6]

64a. Do you agree or disagree with the following: I would like there to be more time spent during check-ups on how my child is developing and behaving?

[READ THIS WAY FOR PARENTS WITH CHILDREN AGED SEVEN and older]

64b. Do you agree or disagree with the following: When my children were younger, I would have liked more time spent during check-ups on how my child was developing and behaving?

Strongly agree	-1
Somewhat agree	-2
Somewhat disagree	-3
Strongly disagree	-4
Not sure	-x

SECTION 5: DEMOGRAPHIC INFORMATION

We are almost done. The following questions are for statistical purposes only.

(ASK PARENTS)

D1. Generally speaking when it comes to social issues, would you describe yourself as: (READ)

Very conservative	-1
Conservative	-2
Moderate	-3
Liberal	-4
Very liberal	-5
Refused/Not sure (DO NOT READ)	-x

D2. OMITTED

D3. Are you currently registered to vote?

Yes	-1
No	-2
Refused/Not sure	-x

D4. All in all, did you generally work full time, part time or did you not work outside of the home when your children were aged four or less?

Worked full time	-1
Worked part-time	-2
Did not work outside of the home	-3
Mixture (volunteered)	-4
Not sure	-x

(ASK PARENTS)

D5. How old were you when you had your first child? **(READ LIST ONLY IF NECESSARY)**

17 or younger	-1
18-20	-2
21-24	-3
25-29	-4
30-34	-5
35-39	-6
40-44	-7
45-49	-8
50+	-9
Refused	-x

D6. Are you currently: (READ)

Married	-1
Single	-2
Divorced/separated	-3
Widowed	-4
Refused	-x

D7. Do you currently work: (READ)

Full time	-1
Part time	-2
Do you currently not work outside the home	-3
Refused	-x

D8. What is the last grade of school that you completed **(READ IF NECESSARY)**:

Less that high school graduate	-1
High school graduate	-2
Technical school / vocational school	-3
Some college (includes Associates Degree)	-4
College graduate	-5
Postgraduate	-6
Refused	-x

D9. What is your age? **(READ LIST ONLY IF NECESSARY)**

18-20	-1
21-24	-2
25-29	-3
30-34	-4
35-39	-5
40-44	-6
45-49	-7
50-54	-8
55-59	-9
60-64	-0
65-69	-x
70-74	-y
75-79	-1
80+	-2
Refused	-x

D10. How would you describe your ethnic or racial background: **(READ ONLY IF NECESSARY)**

White/European/Anglo	-1
Hispanic/Latino	-2
African American/Black	-3
Asian	-4
Native American/American Indian	-5
Middle Eastern/Arabic	-6
Mixed race	-7
Other (Specify)	-8
Refused	-x

D11a. Is your total household income before taxes **(READ)**

Less than $30,000, OR	-1
$30,000 or more	-2
Refused	-x

[IF LESS THAN $30,000, ASK THIS]

D11b. Is your total family income **(READ)**

Less than $10,000	-1
$10,000 to under $20,000	-2
$20,000 to under $30,000	-3
Refused	-x

[IF $30,000 OR MORE, READ THIS]

D11c. Is your total family income **(READ)**

Less than $40,000	-1
$40,000 to under $50,000	-2
$50,000 to under $60,000	-3
$60,000 to under $75,000	-4
$75,000 to under $100,000	-5
$100,000 or more	-6
Refused	-x

D12. RECORD GENDER

Male	-1
Female	-2

D13. RECORD LANGUAGE IN WHICH INTERVIEW WAS CONDUCTED

English	-1
Spanish	-2

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS SURVEY !!!

Three organizations dedicated to improving the lives of children partnered and commissioned DYG, Inc. to conduct the survey.

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Washington, DC 20005
202.638.1144
www.zerotothree.org

Matthew E. Melmed, Executive Director

ZERO TO THREE wishes to acknowledge the A.L. Mailman Family Foundation for its support of our work on this survey.

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